Korumburra Secondary College

“Quality Education in a Caring Environment”
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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 Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) 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

- 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.
In 2012 we are introducing a new course structure for the senior school. The structure will provide opportunities for students in Year 10 and 11 to accelerate as well as increase to 5 periods per week for each subject that is studied.

This significant increase will provide time to cover topics in greater detail. To achieve the change, we will have to offer some subjects every second year. Students wishing to study such subjects may need to study them at Year 10 and 11 instead of Year 11 and 12. This will be explained to parents and students at course counselling.

<table>
<thead>
<tr>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Year 11 &amp; 12 Accounting 3 &amp; 4</td>
<td>Year 10 &amp; 11 Accounting 1 &amp; 2</td>
</tr>
<tr>
<td>Year 11 &amp; 12 Physical Education 3 &amp; 4</td>
<td>Year 10 &amp; 11 Physical Education 1 &amp; 2</td>
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<tr>
<td>Year 11 &amp; 12 Art 3 &amp; 4</td>
<td>Year 10 &amp; 11 Art 1 &amp; 2</td>
</tr>
<tr>
<td>Year 11 &amp; 12 Visual Communication 1-4</td>
<td>Year 11 &amp; 12 Visual Communication 3 &amp; 4</td>
</tr>
<tr>
<td>Year 11 &amp; 12 Biology 1 - 4</td>
<td>Year 11 &amp; 12 Biology 3 &amp; 4</td>
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<table>
<thead>
<tr>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Year 11 &amp; 12 Accounting 3 &amp; 4</td>
<td>Year 10 &amp; 11 Accounting 1 &amp; 2</td>
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<tr>
<td>Year 11 &amp; 12 Physical Education 3 &amp; 4</td>
<td>Year 10 &amp; 11 Physical Education 1 &amp; 2</td>
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<tr>
<td>Year 11 &amp; 12 Art 3 &amp; 4</td>
<td>Year 10 &amp; 11 Art 1 &amp; 2</td>
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<tr>
<td>Year 10 &amp; 11 Visual Communication 1 &amp; 2</td>
<td>Year 11 &amp; 12 Visual Communication 3 &amp; 4</td>
</tr>
<tr>
<td>Year 10 &amp; 11 Biology 1 &amp; 2</td>
<td>Year 11 &amp; 12 Biology 3 &amp; 4</td>
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</tbody>
</table>

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

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

Year 12 students will normally be expected to choose five units in each semester, 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 state-wide) during the mid-year exam period.
<table>
<thead>
<tr>
<th>SUBJECT NAME</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>Art</td>
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<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</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>Food Technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</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>
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<tr>
<td>Health &amp; Human Development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>History – 20th Century</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>History - Revolutions</td>
<td>--</td>
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<td>3</td>
<td>4</td>
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<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>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>
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<tr>
<td>Outdoor Education</td>
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<tr>
<td>Physical Education</td>
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<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>Sociology</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
VICTORIAN CERTIFICATE OF APPLIED LEARNING - VCAL

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?
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.

<table>
<thead>
<tr>
<th>Literacy</th>
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<tbody>
<tr>
<td>The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:</td>
</tr>
<tr>
<td>• family and social life</td>
</tr>
<tr>
<td>• workplace and institutional settings</td>
</tr>
<tr>
<td>• education and training contexts</td>
</tr>
<tr>
<td>• community and civic life.</td>
</tr>
<tr>
<td>Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Numeracy</th>
</tr>
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<tbody>
<tr>
<td>Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:</td>
</tr>
<tr>
<td>• family and social life</td>
</tr>
<tr>
<td>• workplace and institutional settings</td>
</tr>
<tr>
<td>• education and training contexts</td>
</tr>
<tr>
<td>• community and civic life.</td>
</tr>
<tr>
<td>Numeracy and mathematics is used in all these social contexts.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Work Related Skills</th>
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<tbody>
<tr>
<td>The Work Related Skills units have been designed to recognise learning that may not normally be recognised within other qualifications, which is valued in the community and work environments as students prepare for employment. The unit requires students to develop and demonstrate employability skills, investigate employment pathways and understand and apply knowledge of safe work practices.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Industry Specific Skills</th>
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</thead>
<tbody>
<tr>
<td>The purpose of Industry Specific Skills is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. Students undertake a VET Course either as a student at a Registered Training Organisation or as part of a School Based Apprenticeship or Traineeship. VET studies are a mandatory requirement of achieving Intermediate or Senior VCAL.</td>
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<table>
<thead>
<tr>
<th>Personal Development Skills</th>
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<tbody>
<tr>
<td>VCAL Personal Development Skills have been developed to recognise and develop learning in individual and group responsibility, self confidence and resilience, values of integrity, enterprise, excellence and empowerment for active citizenship. Its purpose is to develop social responsibility, a sense of community, improve confidence and self esteem and valuing civic participation.</td>
</tr>
</tbody>
</table>
WHAT IS VET?
VET (Vocational Education and Training) is about giving students the opportunity to study their VCE/VCAL at the same time as studying for a nationally accredited certificate in a chosen area at a TAFE college or any other registered provider. It also involves students experiencing work placements alongside their study. This hopefully will assist students to gain employment.

WHAT IS A SCHOOL BASED APPRENTICESHIP?
A School Based Apprenticeship involves a student being engaged in their VCE as well as being employed and paid on a part time basis within the relevant trade industry. School Based Apprenticeships are being conducted in the following area:
Agriculture, Automotive, Community Services, Engineering, Hospitality, Information Technology, Office Administration, Retail, Glazing, Conservation.

HOW DOES VET FIT IN WITH VCE / VCAL?
A limited number of VET courses will be available. VET courses are accepted as units of work in both VCE and VCAL. Students may include 8 VET units in their VCE studies. Some VET units are recognised at Unit 1-2 level and others at 3-4 level.
Partial completion of the program entitles students to a pro-rata number of VCE - VET units. All completed VCE - VET units will be recorded on the VCE statement of results.
Students can accumulate VCE - VET units over more than one year.
Students studying VCAL at the intermediate or Senior 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.

VET FEES
VET students will be required to pay a $400 administration fee. The remainder of the course fees will 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 Friday 26th August, 2011. Interviews of candidates will be conducted soon after. Application forms will be available at course selection interviews (August 16th 2011)
The following criteria will be considered in deciding which applications are successful:
- Is the student continuing a VET course that was started in 2011?
- 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, have a regular attendance record and 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 2012 will not have their $400 refunded.
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, Mr Heys, Ms Parsons, Ms McCarthy and Mrs Matthews.

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 selection interview. These interviews will be held at KSC on Tuesday 16th August 2011, 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 80-100 minutes homework per subject per week 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
- make arrangements with your teacher to complete work that is missed
- provide written explanations for any absence
- provide medical certificates if appropriate

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

2012 TERM DATES

<table>
<thead>
<tr>
<th>TERM</th>
<th>DATES</th>
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<tbody>
<tr>
<td>ONE</td>
<td>3rd February to 30th March</td>
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<tr>
<td>TWO</td>
<td>16th April to 29th June</td>
</tr>
<tr>
<td>THREE</td>
<td>16th July to September</td>
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<tr>
<td>FOUR</td>
<td>8th October to 19th December</td>
</tr>
</tbody>
</table>

SUBJECT CHANGES

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 semester changes will only be made in exceptional circumstances.
- Year 12 students are not able to make any changes to their subjects unless they are dropping a 3/4 unit and picking up a unit 2 subject (this must be discussed with the Senior School Coordinator).

FREE PERIODS AND FURTHER LEARNING

During Further Learning (free periods), students must ONLY use the Senior Study Centre. Students must use their time appropriately and CD players, iPods are not to be played during Further Learning 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 Further Learning 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.

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.

The school will also hold a Graduation Dinner after the completion of 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 feed-back 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.
In the Arts area, students are able to explore a subject that encourages creativity, self expression and personal development. The Arts recognises creativity as an integral part of our lives and through which we are able to communicate personal experiences, ideas, cultural values and beliefs. In both the creative process and responses to theory components, students can realise the power to inspire change through imagination, creativity and innovation. Within the Arts student explore theory components, research and investigation to inform practical creative processes. The Arts acknowledges the value of creativity and analytical thinking in preparing students for today’s world by encouraging imagination, flexibility, adaptability and decision making processes.
**Unit 3 - Art**

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Students apply creativity to develop their ideas through a visual language. Their art making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own artworks.

**Area of Study 1:** Interpreting art  
Outcome 1: On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before and since 1970.

**Area of Study 2:** Investigation and interpretation through art making  
Outcome 1: On completion of this unit the student should be able to explore personal ideas and concepts through conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

**Assessment Tasks**
1. Written Essay 10 % Grade  
2. Folio of explorations and visual images. A minimum of one finished artwork marked in Unit 4.

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**Unit 4 - Art**

In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

**Area of Study 1:** Discussing and debating art  
Outcome 1: On completion of this unit the student should be able to discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.

**Area of Study 2:** Realisation and resolution  
Outcome 1: On completion of this unit the student should have progressively communicated ideas, directions and personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

**Assessment Tasks**
1. Written Essay 10% Grade  
2. Resolution of unit three folio of visual images. A minimum of two finished artworks 50% Grade

End of year examination: 30% Grade
STUDIO ART

Unit 1: Artistic Inspiration and Techniques
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Area of Study 1: Developing Art Ideas
Outcome 1: On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

Area of Study 2: Materials and Techniques
Outcome 1: On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Area of Study 3: Interpretation of art ideas and use of materials and techniques
Outcome 1: On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Assessment Tasks
1. Art Material Exploration
2. Folio of Finished Artworks
3. Research

Unit 2: Design Exploration and Concepts
Students experiment with art processes and use an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Area of Study 1: Design Exploration
Outcome 1: On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

Area of Study 2: Ideas and Styles in Art Work
Outcome 1: On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment Tasks
1. Design Explorations
2. Folio of Artworks
### Unit 3: Studio Production and Professional Art Practices

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art-making. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques.

**Area of Study 1: Exploration Proposal**
Outcome 1: On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.

**Area of Study 2: Design Process**
Outcome 1: On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

**Area of Study 3: Professional art practices and styles**
Outcome 1: On completion of this unit the student should be able to discuss art practices in relation to particular art works of at least two artists and analyse ways in which artists develop their styles.

**Assessment Tasks**
1. Exploration Proposal
2. Individual Design Process
3. Written Essay

Task one and two are assessed as one presentation 33% grade.

### Unit 4: Studio Production and Art Industry Context

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.

**Area of Study 1: Folio of Art Works**
Outcome 1: On completion of this unit the student should present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.

**Area of Study 2: Focus, Reflection and Evaluation**
Outcome 1: On completion of this unit the student should be able to provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

**Assessment Tasks**
1. Cohesive folio of finished work. A minimum of two art works is required.
2. Focus, Reflection and Evaluation Documentation

Task one and two are assessed as one presentation 33% Grade.

End of Year Examination: 34% Grade
VISUAL COMMUNICATION AND DESIGN

Unit 1: Visual Communication

The main purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. The unit involves the study of a range of drawing methods, including relevant Australian Standards conventions. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and information and communications technology. The unit also introduces students to the diversity of visual communication and the role of the design process in visual communication production.

Area of Study 1: Instrumental Drawing
Outcome 1: On completion of this unit the student should be able to complete instrumental drawings using a range of paraline drawing systems.

Area of Study 2: Freehand Drawing and Rendering
Outcome 1: On completion of this unit the student should be able to draw from direct observation, in proportion, and render the drawings.

Area of Study 3: Design Elements and Principles
Outcome 1: On completion of this unit the student should be able to explore and apply design elements and principles to satisfy a stated purpose.

Area of Study 4: Design Process
Outcome 1: On completion of this unit the student should be able to describe the nature of the design process in the production of visual communications.

Assessment Tasks
1. A range of Technical Drawings
2. A range of Observational Drawings and 1pt and 2 pt Perspective Drawings
3. Folio based on Design Elements and Principles

Unit 2: Communication in Context

The main purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

Area of Study 1: Representing and Communicating Form
Outcome 1: On completion of this unit the student should be able to use freehand and instrumental drawings to develop images that represent and communicate form.

Area of Study 2: Developing Imagery
Outcome 1: On completion of this unit the student should be able to use freehand drawings in the development of rendered three-dimensional images.

Area of Study 3: Developing Visual Communication Solutions
Outcome 1: On completion of this unit the student should be able to apply a design process to develop a visual communication solution to a set task.

Area of Study 4: Visual Communication in Context
Outcome 1: On completion of this unit the student should be able to describe and analyse contemporary and historical examples of visual communications and explain how they communicate ideas, present information and reflect influences.

Assessment Tasks
1. A Range of Technical Drawings
2. Computer Generated Graphics
3. Folio and Final Presentation
4. Written Report Based on a Design Period
## Unit 3: Visual Communication Practices

The main purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing visual communication and analyse and evaluate examples. Students will also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications.

### Area of Study 1: Visual Communication and Design

Outcome 1: On completion of this unit the student should be able to apply the design process to produce a final visual communication presentation that satisfies a specified communication need.

### Area of Study 2: Visual Communication Analysis

Outcome 1: On completion of this unit the student should be able to analyse and evaluate the effectiveness of a range of visual communications.

### Area of Study 3: Professional Practice in Visual Communication

Outcome 1: On completion of this unit the student should be able to discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

**Assessment Tasks**
1. Folio and a Final Presentation - 18% towards study score
2. Written Design Analysis – 7.5% towards study score
3. Case Study on a designers work – 7.5% towards study score

## Unit 4: Designing to a Brief

The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.

### Area of Study 1: The Brief

Outcome 1: On completion of this unit the student should be able to prepare one brief that describes a client’s communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience/s.

### Area of Study 2: Developmental Work

Outcome 1: On completion of this unit the student should be able to prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.

### Area of Study 3: Final Presentations

Outcome 1: This area of study focuses on the final phase of the design process. Two distinct final visual communication presentations are produced on two presentation formats.

**Assessment Tasks:**
1. Design Brief
2. Folio
3. 2 Final Presentations

Worth 33% of study score.

**End of Year Examination:**
34% towards study score.
MUSIC

Unit 1: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of group and solo music. They explore strategies to optimise their approach to performance. They identify technical, expressive and stylistic challenges and practise technical work to address these challenges. They also develop skills in sight-reading. Students study aural, theory and analysis concepts to develop their musicianship skills.

Area of Study 1: Performance
Outcome 1: Prepare and perform a practised program of group and solo works.

Area of Study 2: Performance Technique
Outcome 1: Demonstrate instrumental techniques used in performance of selected works, demonstrate improvisation and/or sight-reading skills and describe influences on their approach to performance.

Area of Study 3: Musicianship
Outcome 1: Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

Assessment Tasks
1. Solo performance
2. Group performance
3. Technical exam
4. Written analysis assignment
5. Aural and Written Examination

Unit 2: Music Performance

In this unit students build their performance and musicianship skills. They present performances of selected group and solo works. Students use specific strategies to optimise their approach to performance. They also develop technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing and practise related technical work. They develop skills in sight-reading and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Area of Study 1: Performance
Outcome 1: Prepare and perform a musically engaging program of group and solo works.

Area of Study 2: Performance Technique
Outcome 1: Demonstrate instrumental techniques used in performance of selected works, demonstrate improvisation and/or sight-reading skills and describe influences on their approach to performance.

Area of Study 3: Musicianship
Outcome 1: Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may have been interpreted in performance.

Area of Study 4: Organisation of Sound
Outcome 1: Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Assessment Tasks
1. Solo performance
2. Group performance
3. Technical exam
4. Aural and written examination
5. Composition and/or improvisation
### Unit 3: Music Performance

This unit prepares students to present convincing performances of group and solo works. Students select a program of group and solo works representing a range of styles and diversity of character for performance. They interpret the works and expressively shape their performances. They also develop performance conventions they can use to enhance their performances. Students develop skills in sight-reading, aural perception and comprehension, transcription, music theory and analysis.

**Area of Study 1:** Performance  
Outcome 1: Present an informed, accurate and expressive performance of a program of group and solo works.

**Area of Study 2:** Performance Technique  
Outcome 1: Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

**Area of Study 3:** Musicianship  
Outcome 1: Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

**Assessment Tasks**
1. Techniques SAC (10% of VCE Music Study Score)  
2. Aural and Written Examination SAC (10%)  
3. Solo Performance  
4. Group Performance

### Unit 4: Music Performance

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop their ability to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and sight-reading. Students study ways in which Australian performers interpret works by Australian composers/songwriters.

**Area of Study 1:** Performance  
Outcome 1: Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.

**Area of Study 2:** Performance Technique  
Outcome 1: Demonstrate performance techniques, technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

**Area of Study 3:** Musicianship  
Outcome 1: Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

**Assessment Tasks**
1. Techniques SAC (10% of VCE Music Study Score)  
2. Solo or Group Performance

**Examination:**  
Solo or Group Performance Examination (50%)  
Aural and Written Examination (20%)
Unit 3: Music Investigation

Students select a focus area for investigation through three complementary areas of study: Investigation, composition/arrangement/improvisation and performance. Investigation involves research into background contextual issues, critical listening to recordings of performances and examination of texts including musical scores. Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises or recorded improvisations. Students develop relevant instrumental and performance techniques. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Area of Study 1: Investigation
Outcome 1: Demonstrate understanding of performance practices, context/s and influences on music works.

Area of Study 2: Composition/improvisation/arrangement
Outcome 1: Compose, improvise and/or arrange and discuss music characteristics and performance practices.

Area of Study 3: Performance
Outcome 1: Present a performance of music works that communicates understanding of the Focus Area.

Assessment Tasks
1. Techniques SAC (5% of VCE Music Study Score)
2. Written Examination SAC (20%)
3. Portfolio
4. Solo or Group Performance

Unit 4: Music Investigation

In this unit students continue the exploration within the focus area they began in Unit 3. In Unit 4 the investigation involves the preparation of program notes to accompany their end-of-year performance program. They also create and perform a composition, improvisation or arrangement which builds on and extends exercises completed in Unit 3. Students rehearse and perform works for performance, developing mastery of relevant instrumental techniques and applying advanced performance conventions. They continue to use skills in aural awareness, transcription and music theory and analysis to support their work.

Area of Study 1: Investigation
Outcome 1: Evaluate and present their interpretive approach to a program of music works.

Area of Study 2: Composition/improvisation/arrangement
Outcome 1: Compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions in the work.

Area of Study 3: Performance
Outcome 1: Demonstrate artistic intent and understanding of the focus area in a cohesive and engaging performance of music works.

Assessment Tasks
1. Composition/Improvisation/Arrangement SAC (20% of VCE Music Study Score)
2. Performance SAC (5%)
3. Portfolio

Examination:
Solo or Group Performance Examination (50%)
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.
## English

### Unit 1: English

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.

#### Area of Study 1: Reading and Responding

Outcome 1: Identify and discuss key aspects of a selected text and construct a response in written or oral form.

#### Area of Study 2: Creating and Presenting

Outcome 1: Create and present texts taking account of audience, purpose and context.

#### Area of Study 3: Using language to persuade

Outcome 1: Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers

#### Assessment Tasks

1. Response to a text
2. Written text (s) related to a chosen Context
3. Response to a selected issue
4. Examination

### Unit 2: English

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.

#### Area of Study 1: Reading and Responding

Outcome 1: Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes and construct a response in oral or written form.

#### Area of Study 2: Creating and Presenting

Outcome 1: To create and present texts taking account of audience, purpose and context.

#### Area of Study 3: Using language to persuade

Outcome 1: Identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or written form.

#### Assessment Tasks

1. Response to a text
2. Written text (s) related to a chosen Context
3. Response to a selected issue
4. Oral presentation
5. Examination
**Unit 3: English**

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.

**Area of Study 1: Reading and responding**
Outcome 1: To analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

**Area of Study 2: Creating and Presenting**
Outcome 1: To 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.

**Area of Study 3: Using language to persuade**
Outcome 1: Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

**Assessment Tasks**
1. Response to selected text (30% of Unit 3 coursework)
2. Written text(s) related to a chosen Context (30% of Unit 3 coursework)
3. Written analysis of media text(s) (20% of Unit 3 coursework)
4. Oral presentation (20% of Unit 3 coursework)

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**Unit 4: English**

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.

**Area of Study 1: Reading and Responding**
Outcome 1: To develop and justify a detailed interpretation of a selected text

**Area of Study 2: Creating and Presenting**
Outcome 1: To 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.

**Assessment Tasks**
1. A detailed interpretation of a selected text (50% of the Unit 4 coursework)
2. Written text(s) related to a chosen Context (50% of Unit 4 coursework)

**Examination:**
Students will be required to sit a three hour exam at the end of the year which accounts for 50% of their subject study score
In the Health and Physical Education area, students are able to explore how to improve their personal health and fitness through interactions with both the social and physical environment. Students will develop an appreciation of the level of physical activity required for health benefits and analyse the barriers that can prevent this occurring. Students will explore coaching practices and principles as well as training methods to enhance personal fitness. Understanding the health status of the Australian population and the factors that influence our physical, mental and social health are explored as are government and non-government strategies to ensure sustainable improvements in health are achieved. This area of study helps students develop skills to live sustainably in personal and outdoor environments and focuses on the need for environmentally responsible citizens.

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

**Unit 1: Health and development of Australia’s youth**

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

**Area of Study 1: Understanding Health and Development**
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.

**Area of Study 2: Youth Health and Development**
Outcome 1: 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.

**Area of Study 3: Health Issues for Australian Youth**
Outcome 1: 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.

**Assessment Tasks**
1. Test
2. Data Analysis
3. Research and Project
4. Exam

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**Unit 2: Individual development and health issues**

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

**Area of Study 1: The Health and Development of Australian’s children**
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.

**Area of Study 2: Adult Health and Development**
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 adults.

**Area of Study 3: Health Issues**
Outcome 1: 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.

**Assessment Tasks**
1. Visual Presentation
2. Test
3. Research Assignment
4. Exam
### Unit 3: Australia’s Health

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

**Area of Study 1: Understanding Australia’s Health**

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.

**Area of Study 2: Promoting Health in Australia**

Outcome 1: 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.

**Assessment Tasks**

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

### Unit 4: Global health and human development

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

**Area of Study 1: Introducing global health and human development.**

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.

**Area of Study 2: Promoting global health and human development**

Outcome 1: 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.

**Assessment Tasks**

1. Outcome 1 SAC 1 Data Analysis 30%
2. Outcome 1 SAC 2 Test 30%
3. Outcome 2 SAC 1 Written Analysis 40%

**Examination:**

Unit 3/4 only at end of year. 50%
**PHYSICAL EDUCATION**

**Unit 3: Physical activity participation and physiological performance**

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. This includes assessing physical activity and sedentary levels, the National Physical Activity Guidelines, and the effectiveness of current activity promotion strategies. By participating in physical activities, students investigate the characteristics of each energy system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

**Area of Study 1: Monitoring and promotion of physical activity**
Outcome 1: On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

**Area of Study 2: Physiological responses to physical activity**
Outcome 1: On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

**Assessment Tasks**
1. Outcome 1 – 40
2. Outcome 2 – 20
3. Outcome 2 – 20

**TOTAL 100 marks (25% of overall year marks)**

**Unit 4: Enhancing performance**

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

**Area of Study 1: Planning, implementing and evaluating a training program**
Outcome 1: On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

**Area of Study 2: Performance enhancement and recovery practices**
Outcome 1: On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

**Assessment Tasks**
1. Outcome 1 – 40 marks
2. Outcome 1 – 20 marks
3. Outcome 2 – 20 marks

**Total Marks – 100 (25% of overall year marks)**

**Examination:**
A two hour exam is sat at the end of the year and will contribute 50% to overall marks.
## OUTDOOR EDUCATION STUDIES

### Unit 3: Relationships With Outdoor Environments

Unit 3 is concerned with the ways humans interact with and relate to outdoor environments. Students examine the ecological, historical and social contexts of relationships between humans and outdoor environments and consider the factors that influence contemporary relationships with outdoor environments. Case studies of impacts on outdoor environments are examined and students participate in a 1-day excursion and a 4-day bushwalk. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

**Area of Study 1: Historical relationships with outdoor environments**

Outcome 1: Students explore and evaluate how relationships with Australian outdoor environments have changed over time. They engage in outdoor experiences and investigate human relationships with specific environments.

Outcome 2: Students analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments. They engage in practical experiences and reflect on contemporary relationships with nature.

**Assessment Tasks**

1. Written Analysis
2. Oral Presentation
3. Data Analysis
4. Test

### Unit 4: Sustainable Outdoor Relationships

Unit 4 is concerned with the importance of developing a balance between human needs and the conservation of outdoor environments, and considers the skills needed to be environmentally responsible citizens. Students examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students participate in a 1-day ski excursion and a 3-day alpine camp. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

**Area of Study 1:**

Outcome 1: Students evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

Outcome 2: Students analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

**Assessment Tasks**

1. Multi-media Presentation
2. Written Analysis
3. Case Study
4. Test

(Include Total Weighting of the Tasks towards their Study Score)

**Examination:**

One examination assessing Unit 3 and 4 totalling 50%
The term ‘Humanities’ comes from a Latin word ‘humanus’ which means ‘human, cultured and refined’.

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

Please note that subjects which indicate the current availability of only units 1 and 2 will extend to include units 3 and 4 if sufficient student interest persists into the following year.
# ACCOUNTING

## 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.

### Area of Study 1: Recording financial data
Outcome 1: Able to record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of the accounting system.

### Area of Study 2: Balance day adjustments and reporting and interpreting accounting information.
Outcome 1: Able to record balance day adjustments and prepare and interpret accounting reports.

### Assessment Tasks
1. Tests (manual and ICT) 17%

## 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.

### Area of Study 1: Extension of recording and reporting
Outcome 1: Able to record financial data using double entry method and report using an accrual-based system for a single activity sole trader, and discuss functions of this system.

### Area of Study 2: Financial planning and decision making
Outcome 1: Able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve.

### Assessment Tasks
1. Tests (manual and ICT) 17%

### Examination:
- Unit 3 - 33%
- Unit 4 - 33%
Unit 1: Characteristics of natural environments
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

The world’s physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment. There are few places in the world where only natural processes operate.

Area of Study 1: Characteristics of natural environments
Outcome 1: On completion of this unit the student should be able to describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.

Area of Study 2: Changes in natural environments
Outcome 1: On completion of this unit the student should be able to analyse and explain the changes in natural environments due to natural processes and human activity.

Assessment Tasks
1. Recording data and Research reports
2. Presentation
3. Written responses
4. Tests

Unit 2: Human Environments
This area of study focuses on the dynamic nature of natural environments and the contribution of the various agents of change such as weathering, erosion, transportation and deposition as well as human activity. It explores the nature of change and the dimensions of change in different environments through different kinds of imagery, topographic maps and fieldwork activities. Suitable topics for investigation of changes caused mainly by human activities and their interaction with natural environments include deforestation, global warming, tourism, urban expansion, irrigation and drainage works, mining, pollution, conservation of important sites such as national parks and marine national parks.

Area of Study 1: Characteristics of human environments
Outcome 1: On completion of this unit the student should be able to describe and explain the geographic characteristics of different types of rural and urban environments.

Area of Study 2: Changes in human environments
Outcome 1: On completion of this unit the student should be able to analyse and explain changes due to human activities in rural and urban environments.

Assessment Tasks
1. Recording data and Research reports
2. Presentation
3. Written responses
4. Tests
**HISTORY**

**Unit 1: 1900-1945**

This unit should be based on one or more historical contexts from within the specified time period 1900 to 1945, for example, Imperial Russia and the Soviet Union; Palestine and the break-up of the Ottoman Empire; the collapse of the Hapsberg Empire; Japan, Germany, America, Europe and World War II; French Indochina; the Middle East and China.

**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.
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.

**Areas of Study 2: Social Life:** Rapid technological change and continuing urbanisation affected people's lives, their values, work, and communities.
Outcome 1: 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.

**Areas of Study 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 the relationship between the historical context and a cultural expression of the period from 1900 – 1945.

**Assessment Tasks**
1. Introductory Exercise.
2. Individual Research Assignment.

**UNIT 2 - Since 1945**

This unit considers some of the major themes and principal events of post World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.
This unit should be based on one or more contexts from within the specified time period 1945 to 2000; for example, the Cold War, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism, globalisation.

**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.
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.

**Areas of Study 2: Social Movements - social movements which challenged power structures in post-war society, reasons for these challenges and their outcomes.**
Outcome 1: The student should be able to evaluate the impact of post-war challenges to established social and political power.

**Areas of Study 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 evaluate the interaction between regional and domestic events and international developments in the post war period.

**Assessment Tasks**
1. Introductory Exercise.
2. Individual Research Project.
### Unit 3: French Revolution

This unit of study analyses elements of the French Revolution from 1789 to 1796. The French Revolution involved destruction and construction, dispossession and liberation. It polarised French society and unleashed civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the newly established republic. In defence of the revolution, under attack from within and without, the revolutionary government deployed armed forces and instituted policies of terror and repression.

**Area of Study 1:** French Revolution 1781 to 4 August 1789 (Necker’s *Compte Rendu* to the 4 August 1789)
Outcome 1: Evaluate the role of ideas, leaders, movements and events in the development of the revolution.

**Area of Study 2:** French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111);
Outcome 1: Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

**Assessment Tasks**
1. Historiographical exercise 12.5% of study score
2. Research Report 12.5% of study score

### Unit 4: Russian Revolution

This unit of study analyses the Russian Revolution, a series of events in imperial Russia that culminated in 1917 with the establishment of the Soviet state (the USSR). The two successful revolutions of 1917 are referred to collectively as the Russian Revolution. Russian society was polarised by the revolution leading to civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the newly established government. In defence of the revolution, under attack from within and without, the revolutionary government deployed armed forces and instituted policies of terror and repression.

**Area of Study 1:** Revolutionary ideas, leaders, movements and events: 1905 to October 1917
Outcome 1: Evaluate the role of ideas, leaders, movements and events in the development of the revolution.

**Area of Study 2:** Creating a new society: November 1917 to 1924 Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
Outcome 1: Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

**Assessment Tasks**
1. Analysis of visual and/or written documents 12.5% of study score
2. Essay. 12.5% of study score

**Examination:**
End of year exam worth 50% of study score
### 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.

**Area of Study 1: Law in society**

Outcome 1: On completion of this unit the student should be able to explain the need for effective laws and describe the main sources and types of law in society. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

**Area of Study 2: Criminal Law**

Outcome 1: On completion of this unit the student should be able to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.

**Area of Study 3: The Criminal Courtroom**

Outcome 1: On completion of this unit the student should be able to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

**Assessment Tasks**

1. A Case Study
2. Structured Questions
3. Tests
4. Essays

### 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.

**Area of Study 1: Civil Law**

Outcome 1: On completion of this unit the student should be able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.

**Area of Study 2: The Civil Law in Action**

Outcome 1: On completion of this unit the student should be able to explain and evaluate the processes for the resolution of civil disputes.

**Area of Study 3: The Law in Focus**

Outcome 1: On completion of this unit the student should be able to explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

**Assessment Tasks**

1. A Case Study
2. Structured Questions
3. Tests
4. Essays
Unit 3: Law-making

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Area of Study 1: Parliament and Citizen
Outcome 1: Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced. This outcome will contribute 25% towards coursework for Unit 3.

Area of Study 2: The Constitution and protection of rights
Outcome 1: Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights. This outcome will contribute 50% towards coursework for Unit 3.

Area of Study 3: Role of courts in law-making
Outcome 1: Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament. This outcome will contribute 25% towards coursework for Unit 3.

Assessment Tasks
1. a case study
2. structured questions
3. a test
4. an essay

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.

Area of Study 1: Dispute resolution methods
Outcome 1: Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes. This outcome will contribute 40% towards to coursework for Unit 4.

Area of Study 2: Court processes and procedures, and engaging in justice
Outcome 1: Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system. This outcome will contribute 60% towards coursework for Unit 4.

Assessment Tasks
1. a case study
2. structured questions
3. an essay
4. a test

Examination:
The examination will contribute 50% of student’s overall study score
### Unit 1: Youth and family

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

**Area of Study 1**: Category and Experience of Youth  
Outcome 1: On completion of this unit the student should be able to describe the nature of sociological inquiry and discuss in an informed way youth and adolescence as social categories.  
**Area of Study 2**: The family  
Outcome 1: On completion of this unit the students should be able to analyse the institution of family.

**Assessment Tasks**
1. Research Report  
2. Essay  
3. Open book test  
4. Film analysis

### Unit 2: Social Norms: Breaking the Code

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

**Area of Study 1**: Deviance  
Outcome 1: On completion of this unit the student should be able to analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.  
**Area of Study 2**: Crime  
Outcome 1: On completion of this unit the student should be able to discuss crime in Australia and evaluate the effectiveness for shaping human behaviour of methods of punishment in the judicial system.

**Assessment Tasks**
1. Research report  
2. An extended response  
3. Representation analysis  
4. A report
# Unit 3: Culture and Ethnicity

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

### Area of Study 1: Australian Indigenous Culture

Outcome 1: On completion of this unit the student should be able to analyse and evaluate changes in public awareness and perception of Australian Indigenous culture.

### Area of Study 2: Ethnicity

Outcome 1: On completion of this unit students should be able to identify and analyse experiences of ethnicity within Australian society.

### Assessment Tasks

School Assessed coursework for unit 3 contributes 25% of study score. It will consist of assessment against both outcomes and can consist of one or more of the following:

1. report
2. film analysis
3. test
4. extended response

# Unit 4: Community, social movements and social change

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

### Area of Study 1: Community

Outcome 1: On completion of the unit the student should be able to explain the experience of community and analyse and evaluate specific examples with reference to the theories of Tonnies and Castells.

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

Outcome 1: On completion of this unit the student should be able to analyse the nature of social movements and evaluate their influence on social change.

### Assessment Tasks

School assessed coursework for Unit 4 will contribute 25% toward study score. An end of year exam contributes 50%. It will consist of assessment against the Learning outcomes and may constitute of 1 or more of the following:

1. a test
2. an extended response
3. an essay
4. a report

### Examination:

The end of year examination contributes 50% toward overall study score and will assess against all the key knowledge and skills in Units 3 and 4.
Foundation Mathematics: This subject is suitable for students who need Maths skills to support other subjects, including VET studies. There is a strong emphasis on using Maths in practical contexts relating to everyday life, personal work and study.

**Areas of Study**
- Space, Shape & Design
- Patterns and number
- Handling data
- Measurement

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

**Areas of Study**
- Arithmetic
- Statistics
- Functions & Graphs
- Geometry
- Algebra
- Trigonometry

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

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

**Areas of Study**
- Functions & Graphs
- Algebra
- Probability
- Calculus

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. Further Mathematics does meet the prerequisites for some post Year 12 pathways.

**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

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

**Areas of Study**
- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics

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

Unit 1: Foundation Mathematics

This subject provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Students completing this course would need to undertake further mathematical study in order to attempt Further Mathematics Units 3 and 4. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

Area of Study 1: Patterns and Number
Area of Study 2: Space, shape and design

Outcome 1: On completion of this unit the student should confidently and competently use mathematical concepts and skills from the areas of study.
Outcome 1: On completion of this study the student should be able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
Outcome 1: On completion of this study the student should be able to select and use technology to apply mathematics in a range of practical contexts. Skills include using a calculator for computation whenever necessary; producing tables of values, graphs, diagrams or collections of data which relate to specific contexts; organising and presenting information in a clear and useful form and interpreting and discussing data produced by different technologies in various tabular, graphical or diagrammatic forms.

Assessment Tasks
1. Class Tests - Using mathematical ideas and techniques, use of information and communications technology
2. Investigations and projects - Planning and organising, problem solving, using mathematical ideas and techniques, (written) communication, self management, team work, use of information and communications technology
3. Assignments and analysis tasks planning and organising, problem solving, using mathematical ideas and techniques, use of information and communications technology.

Unit 2: Foundation Mathematics

Area of Study 1: Handling Data
Area of Study 2: Measurement

Outcome 1: On completion of this unit the student should confidently and competently use mathematical concepts and skills from the areas of study.
Outcome 2: On completion of this unit the student should be able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
Outcome 3: Select and use technology to apply mathematics to a range of practical contexts.

Assessment Tasks
1. Class Tests - Using mathematical ideas and techniques, use of information and communications technology
2. Investigations and projects - Planning and organising, problem solving, using mathematical ideas and techniques, (written) communication, self management, team work, use of information and communications technology
3. Assignments and analysis tasks planning and organising, problem solving, using mathematical ideas and techniques, use of information and communications technology.
# GENERAL MATHEMATICS

## Unit 1-2: General Mathematics

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods (CAS) Units 1 and 2 and intend to study Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well. The areas of study for Unit 1 and Unit 2 of General Mathematics are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’.

### Area of Study 1: Arithmetic

### Area of Study 2: Data analysis and simulation

### Area of Study 3: Algebra

### Area of Study 4: Graphs of linear and non-linear relations

### Area of Study 5: Decision and business mathematics

### Area of Study 6: Geometry and trigonometry

**Outcome 1:** On completion of this unit the students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2:** On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study. To achieve this outcome the student will draw on knowledge and related skills outlined in at least three areas of study.

**Outcome 3:** On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study. To achieve this outcome the student will draw on knowledge and related skills outlined in at least three areas of study.

**Assessment Tasks may be selected from:**

1. Assignments
2. Tests
3. Summary or review notes
4. Projects
5. Short written responses
6. Problem-solving tasks
7. Modelling tasks
8. Examinations [one each semester]
### MATHEMATICAL METHODS (CAS)

#### Unit 1: Mathematical Methods (CAS)

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4. The areas of study for Unit 1 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

<table>
<thead>
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<th>Area of Study 1: Functions and graphs</th>
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<td>Area of Study 2: Algebra</td>
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<td>Area of Study 3: Rates of change and calculus</td>
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<tr>
<td>Area of Study 4: Probability</td>
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Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and related skills outlined in all the areas of study.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics. To achieve this outcome the student will draw on knowledge and related skills outlined in one or more areas of study.

Outcome 3: On completion of this unit the student should be able to select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches. To achieve this outcome the student will draw on knowledge and related skills outlined in all the areas of study.

Assessment Tasks may be selected from:

Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks:
1. assignments
2. tests
3. summary or review notes

Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks:
1. projects
2. short written responses
3. problem-solving tasks
4. modelling tasks
5. semester examination.

Demonstration of achievement of Outcome 3 will be based on the student’s performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2, which incorporate the effective and appropriate use of computer algebra system technology in contexts related to the content of the areas of study.
<table>
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<th>Unit 2: Mathematical Methods (CAS)</th>
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<tr>
<td><strong>Area of Study 1:</strong> Functions and graphs</td>
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<td><strong>Area of Study 2:</strong> Algebra</td>
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<tr>
<td><strong>Area of Study 3:</strong> Rates of change and calculus</td>
</tr>
<tr>
<td><strong>Area of Study 4:</strong> Probability</td>
</tr>
</tbody>
</table>

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and related skills outlined in all the areas of study.

Outcome 2: On the completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics. To achieve this outcome the student will draw on knowledge and related skills outlined in one or more areas of study.

Outcome 3: On completion of each unit the student should be able to select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches. To achieve this outcome the student will draw on knowledge and related skills outlined in the areas of study.

**Assessment Tasks**

Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks:
1. assignments
2. tests
3. summary or review notes

Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks:
1. projects
2. short written responses
3. problem-solving tasks
4. modelling tasks
5. semester examination.

Demonstration of achievement of Outcome 3 will be based on the student’s performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2, which incorporate the effective and appropriate use of computer algebra system technology in contexts related to the content of the areas of study.
**Unit 3 - 4: Mathematical Methods (CAS)**

Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: functions and graphs, calculus, algebra and probability, which must be covered in progression from Unit 3 to Unit 4. Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS) Units 3 and 4. In Unit 3, a study of Mathematical Methods (CAS) would include a selection of content from the areas of study ‘Functions and graphs’, ‘Algebra’ and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study.

**Area of Study 1:** Functions and graphs  
**Area of Study 2:** Algebra  
**Area of Study 3:** Calculus  
**Area of Study 4:** Probability  

Outcome 1: On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and related skills outlined in all the areas of study.

Outcome 2: On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics. To achieve this outcome the student will draw on knowledge and related skills outlined in one or more areas of study.

Outcome 3: On completion of each unit the student should be able to select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches. To achieve this outcome the student will draw on knowledge and related skills outlined all in the areas of study.

**Assessment Tasks**

Unit 3 assessment comprises an application task and 2 tests. Unit 4 assessment comprises two analysis tasks, one on Integration and one on Probability.

School-assessed coursework for Unit 3 will contribute 20 per cent and for Unit 4 will contribute 14% to the study score.

**Examination**

Units 3 and 4 will also be assessed by two end-of-year examinations, which together will contribute 66 per cent to the study score [Examination 1 – 22% and Examination 2 – 44%].
FURTHER MATHEMATICS

Unit 3 Further Mathematics

Further Mathematics consists of a compulsory core area of study Data analysis and then a selection of three from six modules in the Applications area of study. Unit 3 comprises the Data analysis area of study which incorporates a statistical application task, and Number Patterns from the Applications area of study. Unit 4 comprises the two other selected modules from the Applications area of study.

**Area of Study 1: Data analysis**

**Area of Study 2: Number patterns**

Outcome 1: On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Outcome 2: On completion of this unit the student should be able to use mathematical concepts and skills developed in the Data analysis area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.

Outcome 3: On completion of this unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in the area of study Data analysis and Number patterns. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1 and area of study 2.

Assessment Tasks

School-assessed coursework for Unit 3 will contribute 20% to the study score. A data analysis application task using contexts for investigation from a suitable data set selected by the teacher. The task has three components of increasing complexity:

- display and organisation of univariate and bivariate data
- consideration of general features of the data
- analysis of the data such as regression analysis, the use of transformations to linearity, deseasonalisation, smoothing, or analysis of time series.

An analysis task for the second area of study.

Unit 4: Further Mathematics

**Area of Study 1: Geometry and trigonometry**

**Area of Study 2: Business-related mathematics**

Outcome 1: On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the Application’ area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in contexts related to the Applications area of study, and analyse and discuss these applications of mathematics.

Outcome 3: On the completion of this unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches related to the selected modules for this unit from the Applications area of study.

Assessment Tasks

School-assessed coursework for Unit 4 will contribute 14% per cent to the study score.

Examination: The student’s level of achievement for Units 3 and 4 will also be assessed by two examinations based on tasks related to Outcomes 1 to 3 in each unit. Each examination contributes 33% to the study score.
# SPECIALIST MATHEMATICS

## Unit 3-4 Specialist Mathematics

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

<table>
<thead>
<tr>
<th>Area of Study 1</th>
<th>Functions, relations and graphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Study 2</td>
<td>Algebra</td>
</tr>
<tr>
<td>Area of Study 3</td>
<td>Calculus</td>
</tr>
<tr>
<td>Area of Study 4</td>
<td>Vectors</td>
</tr>
<tr>
<td>Area of Study 5</td>
<td>Mechanics</td>
</tr>
</tbody>
</table>

Outcome 1: On the completion of each unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

Outcome 2: On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of each unit the student should be able to select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

## Assessment Tasks

School-assessed coursework for Unit 3 will contribute 14% to the study score. School-assessed coursework for Unit 4 will contribute 20% to the study score.

The student’s level of achievement for Units 3 and 4 will also be assessed by two examinations based on tasks related to Outcomes 1 to 3. Examination 1 contributes 22% and Examination 2 contributes 44% to the study score.
Science is the effort to understand the natural world through the process of observation and experimentation. Students will apply scientific method to test scientific principles to further their knowledge and skills. At VCE, students can follow any one or more of the four scientific disciplines offered. Students will use analytical thinking, research and investigative processes to build on the science knowledge and skills they have gained from year 7-10.

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

#### UNIT 1 - Unity & Diversity

Students examine the cell as the structural and functional unit of the whole organism. They 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 balance between their internal and external environments, the challenge of obtaining nutrients and water, a source of energy, disposing of their waste products, and a means of reproducing themselves and also how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment.

**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: Functioning Organisms**

This area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life.
Outcome 1: 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.

**Assessment Tasks**

1. Class work and Homework
2. Topic Tests
3. Practical Reports
4. Examination

#### 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 and how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans. They consider how species are affected by changes in environmental conditions, whether natural or human-induced.

**Area of Study 1: Adaptations of Organisms**

Focuses on the kinds of environmental factors that are common to all habitats. Students investigate the adaptations of organisms that enable them to exploit the resources of their particular ecological niche. Adaptations are interrelated and can be grouped into structural, physiological, and behavioural categories. Focuses on the kinds of environmental factors that are common to all habitats and investigates the adaptations of organisms.

**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 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.
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.

**Assessment Tasks**

1. Topic Tests
2. Practical Reports
3. Inverloch Ecosystems Fieldwork Investigation
4. Examination
**UNIT 3 - Signatures 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 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.

**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.

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**

Outcome 1: On completion of this unit the students should be able to describe and explain coordination and regulation of an organism and the immune system.

**Assessment Tasks**

1. 4 SACs (17%)
2. Examination (33%)

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**UNIT 4 - Continuity and Change**

In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism.

**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 of the genomes of individuals and species.

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.

Outcome 1: 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.

**Assessment Tasks**

1. 4 SACs (17%)
2. Examination (33%)

**Examination:**

Unit 3 Examination 33%. Unit 4 Examination 33%.
# CHEMISTRY

## Unit 1: The Big Ideas of Chemistry

Students begin their study of Chemistry by exploring the Periodic Table. They look at the model of the atom and how this was developed over time. Students explore materials and how these are chemically held together. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

### Area of Study 1: The periodic table

Students explore The Periodic Table 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 can all be linked to its position in the Periodic Table.

### 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.

### Assessment Tasks

1. Tests
2. Extended investigation into transition elements
3. Extended investigation into the types of bonding
4. Examination

## Unit 2: Environmental Chemistry

Students will explore the role that water and the gases of the atmosphere plays in life on earth. They will explore many chemical reactions that take place both in water and the atmosphere. They will explore many of the big issue affecting the planet including algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming. Students will investigate how chemistry is used to respond to the effects of human activities on our environment.

### Area of Study 1: Water

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.

### Area of Study 2: The atmosphere

Outcome 1: 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.

### Assessment Tasks

1. Tests
2. Acids Investigation
3. Gases of the Atmosphere
4. Examination
## Unit 3: Chemical Pathways

In this unit students investigate the scope of techniques available to the analytical chemist. They study a number of analytical techniques and their relevant uses. 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. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.

### Area of Study 1: Chemical analysis

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

### Area of Study 2: Organic chemical pathways

Outcome 1: 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.

### Assessment Tasks

1. Extended Experimental investigation
2. Practical Report - the three SACs contribute 17% to end of year mark
3. Analysis of Second Hand Data

### Examination

Contributes 33% to end of year mark

## Unit 4: Chemistry at Work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. 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. 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.

### Area of Study 1: Industrial chemistry

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.

### Area of Study 2: Supplying and using energy

Outcome 1: On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

### Assessment Tasks

1. Extended Experimental investigation
2. Practical Report - the three SACs contribute 17% to end of year mark
3. Analysis of Second Hand Data

### Examination

Contributes 33% to end of year mark

PLEASE NOTE

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

**Unit 1: Physics as a Human Endeavour**
In this unit, students will study the topics nuclear physics and radioactivity and electricity and one of medical physics, astronomy or nuclear energy. 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.

**Area of Study 1: Nuclear Physics and Radioactivity**
Outcome 1: Student should be able to explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.

**Area of Study 2: Electricity**
Outcome 1: Students should be able to investigate and apply a basic DC circuit model to simple electrical systems, and describe the safe and effective use of electricity by individuals and the community.

**Area of Study 3: Medical Physics or Astronomy or Nuclear Energy**
Outcome 1: Students will demonstrate skills and knowledge in the area chosen.

**Assessment Tasks**
1. Tests
2. Examination
3. Folio of practical activities

**Unit 2: Applications of Models**
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.

**Area of Study 1: Motion**
Outcome 1: Students should be able to investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

**Area of Study 2: Wave-like properties of light**
Outcome 1: The wave model of light, compared with the particle model of light, will be evaluated in terms of satisfactorily explaining light phenomena.

**Area of Study 3: Aerospace or Flight or Investigations – Alternative Energy Sources.**
Outcome 1: Students will demonstrate skills and knowledge in the area chosen.

**Assessment Tasks**
1. Tests
2. Examination
3. Investigation report
**Unit 3: Communications, Engineering, Commerce and Industry.**

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.

**Area of Study 1: Motion in One and Two Dimensions**
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.

**Area of Study 2: Electronics and Photonics**
Outcome 1: 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.

**Area of Study 3: Further Electronics**
Outcome 1: Students should be able to design and investigate an AC to DC voltage regulated power supply system, and describe and explain the operation of the system and its components.

**Assessment Tasks**
1. A student-designed extended practical investigation. (7%)
2. A data analysis (5%)
3. A test (short answer and extended response) (5%)

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**Unit 4: Models of Physical Phenomena**

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.

**Area of Study 1: Electric Power**
Outcome 1: Students should be able to investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.

**Area of Study 2: Interactions of Light and Matter**
Outcome 1: Students should be able to use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

**Area of Study 3: Photonics**
Outcome 1: Students should be able to apply the photon and wave models of light to describe and explain the operation of different light sources and fibre optic wave-guides and analyse their uses.

**Assessment Tasks**
1. A summary report of selected practical activities (5.6%)
2. A data analysis (5.6%)
3. A test (short answer and extended response). (5.6%)

**Examination: Unit 3 (33%) and Unit 4 (33%)**
### PSYCHOLOGY

**Unit 1: Introduction to Psychology**

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

**Area of Study 1: What is Psychology**

Outcome 1: On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

**Area of Study 2: Lifespan Psychology**

Outcome 1: On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

**Assessment Tasks**

2. Folio of Work
3. Evaluation of experiments
4. Topic Tests
5. Examination

**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. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

**Area of Study 1: Interpersonal and Group Behaviour**

Outcome 1: On completion of this unit the student should be able to explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.

**Area of Study 2: Intelligence and Personality**

Outcome 1: On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

**Assessment Tasks**

1. Empirical Research Assessment: Social Behaviours and Human Intelligence
2. Folio of Work
3. Evaluation of experiments: Asch, Milgrim and Zimbardo
4. Topic Test
5. Examination
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. 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. Memory involves the selective retention and retrieval of this information and it plays an important role in determining behaviour. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised.

Area of Study 1: Mind, brain and body
Outcome 1: On completion of this unit the student should be able to explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe brain research methods to the investigation of brain function.
Area of Study 2: Memory
Outcome 1: On completion of this unit the student should be able to 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.

Assessment Tasks
1. Report of a research investigation: Hemispheric Specialisation
2. Test: Mind, Brain and Body
3. Data analysis: Memory
4. Test: Memory
The School Assessed Coursework will contribute 17%.

Unit 4: Brain, behaviour and experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. 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.

Area of Study 1: Learning
Outcome 1: On completion of this unit the student should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
Area of Study 2: Mental Health
Outcome 1: On completion of this unit the student should be able to 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 Tasks
1. Annotated folio of practical activities: Learning
2. Test: Learning
3. Data analysis: Mental health
4. Test: Mental health
The School Assessed Coursework will contribute 17%.

Examination:
The Unit 3 examination will contribute 33 per cent and the Unit 4 examination will contribute 33 per cent totaling 66%.
TECHNOLOGY

Design & Technology – Units 1-4
Food Technology – Units 1-4
Information Technology – Units 1 & 2
## DESIGN & TECHNOLOGY

### Unit 1: Product Re-Design & Sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking.

**Area of Study 1: Product Re-Design For Improvement**  
Outcome 1: Students re-design a product using suitable materials with the intention of improving the products aesthetics, functionality or quality, including consideration of sustainability.  
Outcome 1: Produce & Evaluate a Re-Designed Product  
Students use and evaluate tools, materials, equipment and processes to make a re-designed product or prototype. They also compare the finished product with the original design.

**Assessment Tasks**  
1. Design Folio  
2. Prototype or product  
3. Case study analysis  
4. Written report

### Unit 2: Collaborative Design

Students work in teams to design and develop an item in a product range or contribute in design, planning and production of a group project. Inspiration is gained from a historical and/or cultural design movement or style and its defining factors.

**Area of Study 1: Design within a Team**  
Outcome 1: Students design and plan a product, product range or group project in response to a design brief on a common theme, both individually and within a team.  
Outcome 2: Students produce and evaluate a collaboratively designed product.  
Outcome 3: Students justify, manage and use appropriate production processes to safely make a product.

**Assessment Tasks**  
1. Design Folio  
2. Product  
3. Record of production and modification  
4. Written Report  
5.
### Unit 3: Applying The Product Design Process

Students are engaged in the design and development of a product that meets the needs and expectations of a client, developed through a design process and influenced by a range of complex factors.

#### Area of Study 1: The Designer, Client &/or End-User in Product Development

Outcome 1: Explain the roles of the designer, client and/or end-user, the Product design process and its initial stages, including defining a design problem, and explain how the design process leads to product design development.

#### Area of Study 2: Product Development In Industry

Outcome 1: Focus on factors, processes and systems that influence the design and development of products within industrial settings.
Outcome 2: Explain and analyse influences on the design, development and manufacture of products within industrial settings.
Outcome 3: Students present a folio documenting the Product design process and commence production of a designed product.

### Assessment Task

School Assessed Coursework – 20%

### Unit 4: Product Development and Evaluation

Students learn that evaluations are made at various points of product design, development and production. They judge suitability and viability of design ideas and options referring to the design brief and evaluation criteria. Similar products are compared and environmental, economic and social impacts of products throughout their life cycle are analysed and evaluated.

#### Area of Study 1: Product Analyses & Comparison

Outcome 1: Students compare, analyse and evaluate similar commercial products.

#### Area of Study 2: Product Manufacture

Outcome 1: Students safely apply a range of production skills to make the product designed in Unit 3 and manage time and resources effectively.

#### Area of Study 3: Product Evaluation

Outcome 1: Students evaluate their product. The effectiveness of planning and efficiency of production. A presentation highlighting features of the product is made to the client. A care label is also made.

### Assessment Tasks

Design Folio, Production & Evaluation – 50%

### Examination:

The examination will contribute 30 per cent to the study score.
**FOOD TECHNOLOGY**

<table>
<thead>
<tr>
<th>Unit 1: Food Safety and Properties of Food</th>
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<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

**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 1: 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.

**Assessment Tasks**
1. Short Answer Tests
2. Practicals
3. Evaluations

<table>
<thead>
<tr>
<th>Unit 2: Planning and Preparation of Food</th>
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</thead>
<tbody>
<tr>
<td>In this unit students investigate the most appropriate tools and equipment to produce optimum results including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.</td>
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**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 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 1: On completion of this unit the student should be able, individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

**Assessment Tasks**
1. Short Answer Tests
2. Practicals
3. Evaluations
Unit 3: Food Preparation, Processing and Food Controls
In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. They develop an understanding of the primary and secondary processes that are applied to key foods, including food spoilage. They devise a design brief from which they develop a detailed design plan, plus relevant evaluation criteria.

Area of Study 1: Maintaining food safety in Australia
Outcome 1: On completion of this outcome 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. (20 marks)

Area of Study 2: Food Preparation and processing
Outcome 1: 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 1: 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 Tasks
Assessment contributes 18% towards the study score
1. Short Answer Test (20 marks)
2. Short Answer Test (40 marks)
3. Development of Design Brief (S or N)

Unit 4: Food Product Development and Emerging Trends
In this unit students develop individual production plans for the proposed 4 – 6 food items and implement the design plan established in unit 2. In completing this task students apply hygienic work practices using a range of preparation and production processes including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments and environmental, packaging and marketing concerns.

Area of Study 1: Implementing a design plan
Outcome 1: On completion of the unit, the student will be able to safely and hygienically implement the production plans for a set of 4 – 6 food items that comprise the product, evaluate the sensory properties of the food items evaluate the product using pre-established criteria and evaluate the efficiency and effectiveness of the production activities.

Area of Study 2: Food Product Development
Outcome 1: On completion of the 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 Tasks
1. Development and implementation of a design brief (40% towards the study score, but subject to external review)
2. Short Answer test (contributes 12% towards the study score)

Examination:
It contributes 30% to the final study score.
### INFORMATION TECHNOLOGY

#### Unit 1: IT In Action
This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives.

**Area of Study 1:** From data to information  
Outcome 1: On completion of this unit the student should be able to select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

**Area of Study 2:** Networks  
Outcome 1: On completion of this unit the student should be able to recommend a networked information system for a specific use and explain possible security threats to this networked information system.

**Area of Study 3:** ICT in a global society  
Outcome 1: On completion of this unit the student should be able to contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

**Assessment Tasks**  
Selected from the following:  
1. using ICT tools and techniques, produce a solution in response to an identified need  
2. visual presentations such as multimedia presentations  
3. oral presentations supported by a visual presentation  
4. a written report using ICT  
5. a test.

#### Unit 2: IT Pathways
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

**Area of Study 1:** Data analysis and visualisation  
Outcome 1: On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.

**Area of Study 2:** Programming and pathways  
Outcome 1: On completion of this unit the student should be able to design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.

**Area of Study 3:** Tools, techniques and procedures  
Outcome 1: On completion of this unit the student should be able to work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

**Assessment Tasks**  
Selected from the following:  
6. using ICT tools and techniques, produce a solution in response to an identified need  
7. visual presentations such as multimedia presentations  
8. oral presentations supported by a visual presentation  
9. a written report using ICT  
10. a test.
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
Australian Tertiary Entrance Rank – It is the overall ranking on a scale of 0 – 100 that you receive, based on your study scores.

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.

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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