# TABLE OF CONTENTS

GENERAL INFORMATION ....................................................................................... 2

YEAR 10 MODULES OFFERED IN 2012 .................................................................. 6

ENGLISH ..................................................................................................................... 7

MATHEMATICS ......................................................................................................... 8

THE ARTS ................................................................................................................... 11

HEALTH AND PHYSICAL EDUCATION ................................................................. 15

HUMANITIES ........................................................................................................... 18

SCIENCE .................................................................................................................. 22

TECHNOLOGIES ..................................................................................................... 25

VCE SUBJECTS ........................................................................................................ 30

SCHOOL TO WORK PROGRAM (SWTP) .............................................................. 41
GENERAL INFORMATION

At Korumburra Secondary College, Year 10 students will be preparing for, or starting VCE, VCAL and VET studies. It is a very important time in a student’s education. At the end of year 10, students should aim to be well prepared to take on VCE or VCAL if not already commenced.

The College provides a wide range of studies to meet the diverse interests and ambitions of students. Post-compulsory education links schooling, further study and the world of work, to cater for all students. It offers students the opportunity to shape their program of studies to suit their capabilities, interests and goals.

All teachers at Korumburra Secondary College are committed to assisting students develop their skills and potential. Each student is provided with careful advice on course selection, and the College careers and welfare staff assist students with specific concerns about their studies and future pathways. Parents are informed about their student’s course options at information evenings and through College newsletters. Parents are welcome to discuss their student’s progress with the Year Level, Careers or Welfare Coordinator.

It is expected that all Senior School Student’s exhibit leadership within the college, whether in Peer Support, SRC or as a positive role model in the College. Within class, students are encouraged to take an independent approach to their learning and to strive to reach their full potential.

ATTENDANCE

Regular attendance is crucial to learning. If a student is absent for an extended time, parents should contact the team leader to arrange for work to be sent home. On returning to school after an absence, students, must bring a note explaining their absence. They must speak to their teachers to find out what work they need to do to catch up.

If a student misses more than 10 single periods per VCE or VCAL Unit (semester) and the student has not made up equivalent time negotiated with their teacher, their performance for the subject is deemed Unsatisfactory, regardless of assessment performance.

HOMEWORK

Homework will consist mainly of:

- Reading, research, assignments, assessments tasks and independent projects. Homework schedules will be discussed within each class. Parents may discuss homework issues with the class teacher or Year Level Coordinator.

- Students will be provided with formal opportunities to build organisation and planning skills through development of Individual Work Plans, and working with teachers. In core generally subject teachers will set 50-70 minutes of homework per week. In elective subjects teachers may set additional tasks, revision or continuation work, not exceeding 60 minutes per week.

COMPULSORY SCHOOLING

It is compulsory for students to remain at school until the age of 17 unless they are leaving to attend further education or training such as a traineeship or apprenticeship. The minimum standard for most apprenticeships is generally a satisfactory report at Year 10, however, in practice most employers prefer students to have completed at least Year 11.
SCHOOL TERM DATES 2012

TERM ONE  Tuesday 1st February to Friday 30th March 2012
TERM TWO  Tuesday 16th April to Friday 29th June 2012
TERM THREE Monday 16th July to Friday 21st September 2012
TERM FOUR  Monday 8th October to Thursday 21st December 2012

PEER SUPPORT

All Year 7 students and selected Year 10 students participate in a Peer Support Program in Term 1. For four periods during term 1 and a day at Phillip Island, groups of Year 7 students will meet with two Year 10 peer support leaders to discuss problems, share experience, receive help with school work, assist with organizational skills and discuss issues that affect Year 7 students during their transition. The Year 10 students participate in a Training Program to develop leadership skills, which they draw on to assist the Year 7 students. An opportunity to meet again in Semester 2 will be provided. The Program aims to engender initiative, confidence and leadership skills in the Year 10 students.

PARENT CONTRIBUTIONS

General contributions at Year 10 will be the same for all students. In addition, students undertaking practical subjects (metal, wood, food subjects etc) are expected to pay for consumable materials in those subjects. Outdoor Education & Environment has several excursions and camps that students will have to pay for. Booklists and general levies will be distributed in early December.

WORK EXPERIENCE

There will be two compulsory and one optional work experience placement weeks for each Year 10 student - one at the end of Term 3, another towards the end of Term 4 - with an additional optional week in December. Students are encouraged to plan early for these placements and will be assisted / advised by the Work Experience Coordinator or Careers Teacher.

ASSESSMENT AND REPORTING

Student evaluation involves the whole college community and is an integral part of what happens every day. The college is committed to promoting a positive attitude to learning. Assessment is an ongoing process, using a variety of methods and occasions to assess student achievement in a balanced program of work.

The purposes of assessment are:

1. to improve student learning
2. to allow students to illustrate / explain their understanding and learning
3. to diagnose the strengths and weaknesses of student learning
4. to promote a positive attitude towards learning in students

REPORTS

KSC reports aim is to provide clear information on a students learning progress.

The Semester Report will tell you where your child is compared to the expected state-wide standard. This means that no matter where your child attends school, he or she will be assessed against the same standard for the year level. This will be particularly useful when students move from school to school.

Clear written information will tell you what your child knows and can do. It will also identify those areas in which your child needs to be further assisted or extended.

A common reporting scale is:

The report card’s A to E scale will tell you how your child is progressing against the expected standard. For example a ‘C’ rating means your child is At the Expected Standard and that his or her learning is on track.
The reporting scale is:

A: Approximately 12 months ahead of the expected standard at this time of year
B: Approximately 6 months ahead of expected at this time of year
C: At the standard expected at this time of year
D: Approximately 6 months below the standard expected at this time of year
E:. Approximately 12 months below the standard expected at this time of year.

1. Semester reports are written at the end of Term 2 and 4, according to the above format.
2. Interim reports are issued at the end of Term 1 and 3 and provide a quick guide to your child’s progress.
3. Teachers or parents may request an Interim Report at other times.

Parents are an important part of this process and we encourage you to get involved in your child’s formal education by working in partnership with the school.

1. Student planners provide an everyday method of communication.
2. Parent/student/teacher interviews are conducted at the end of Terms 1 and 3.

| SENIOR SCHOOL STRUCTURE |

In 2012 all Year 10, 11 and 12 classes will be blocked together allowing students to accelerate (study a subject at a higher level). Additionally, all subjects will be taught 5 periods per week allowing study in greater depth. Some subjects at the VCE level will only be offered every second year due to small numbers. If students in Yr 10 wish to study those particular subjects they will have to choose them in 2012. A number of modules may be offered at the Yr 10 level. Each module will last for one semester. From the modules offered, each student must complete:

- 2 modules English
- 2 modules Maths
- 1 module Science
- 1 module Humanities
- 1 module Arts
- 1 module Technology
- 1 module Health/PE

The remaining 3 modules may be from any Domain or a VCE subject (two modules). A student is not required to complete a Year 10 module in all Domains if completing a VCE subject.

The VCE subjects that will only be available in 2012 are Visual Communication, Biology and Outdoor Education and Environmental Studies

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

VCE units are subject to the rules set down by the Victorian Curriculum & Assessment Authority. These units have specific work requirements that must be completed by the stipulated due date.

Assessment of each Work Requirement will be reported to parents and students as “S” or “N”. Unit Assessment will also be reported as “S” or “N”.

“S” means

(a) “the student has completed all the work requirements for that Unit according to the descriptions in the study design”; AND
(b) “the student has completed all the work requirements in a satisfactory manner, that is in a way which meets the specifications stated in the study design”; AND
(c) “the teacher is able to attest that the work upon which the judgment is based is the student’s own work”.

“N” means that these three conditions have not been met.

Students must obtain an “S” for all work requirements in a unit in order to gain an “S” for the unit as a whole.
SCHOOL TO WORK TRAINING PROGRAM

There will be a limited number of places in this program. This program is for students who may be having difficulty with the regular school program. It is for students who aspire to full time apprenticeships or full time work rather than going on to further study at university. It is a pathway to the workplace similar to VCAL at Year 11.

This program aims to address our students’ learning and employment needs through a combination of practical activities combined with development of social skills, literacy / numeracy, occupational skills and work based learning.

The benefits for students who might choose this alternative program include being able to practice work skills, experience real job application processes, experiment with different practice work skills, application and experiment with different career pathways. On completion of this Year 10 course students could decide whether to seek work, undertake a VCAL program at Year 11 or return to a more traditional VCE pathway.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Module Length</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>English (Compulsory)</td>
<td>2 Semesters</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Mathematics (Compulsory)</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>Core Mathematics (Compulsory)</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>Additional Mathematics</td>
<td>1 Semester</td>
</tr>
<tr>
<td>VCE General Mathematics</td>
<td>2 Semesters</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Digital Photography</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Music Performance</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Visual Communications</td>
<td>1 Semester</td>
</tr>
<tr>
<td>VCE Visual Communications</td>
<td>2 Semesters</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Global Health</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Human Performance</td>
<td>1 Semester</td>
</tr>
<tr>
<td>VCE Health and Human Development</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>VCE Outdoor Education (2012 Only)</td>
<td>2 Semesters</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities Core</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Economics</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Geography</td>
<td>1 Semester</td>
</tr>
<tr>
<td>History</td>
<td>1 Semester</td>
</tr>
<tr>
<td>VCE 20th Century History</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>VCE Legal Studies</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>VCE Sociology</td>
<td>2 Semesters</td>
</tr>
<tr>
<td><strong>Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Core Science (Compulsory)</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Physics/Chemistry</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Biology/Chemistry</td>
<td>1 Semester</td>
</tr>
<tr>
<td>VCE Biology</td>
<td>2 Semester</td>
</tr>
<tr>
<td>VCE Psychology</td>
<td>2 Semesters</td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td></td>
</tr>
<tr>
<td>Environmental Design</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Food Technology: Introduction to Food Tech</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Food Technology: Special Occasion Cooking</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Metalwork</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Woodwork</td>
<td>1 Semester</td>
</tr>
<tr>
<td>VCE Design Technology: Wood</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>VCE Information Technology</td>
<td>2 Semesters</td>
</tr>
</tbody>
</table>
**ENGLISH**

**English**

The English course aims to develop the skills required for clear communication while providing opportunities for creative self-expression, through speaking and listening in a variety of contexts, creative and formal writing, analysis of issues, analytical and persuasive essays the reading and writing of poetry, and an in-depth analysis of print texts (novels, plays, short stories) and film. The course also aims to encourage students to become more confident, thoughtful, discriminating and imaginative communicators as readers, viewers, writers, speakers and listeners in both formal and informal situations.

**Learning Outcomes:**
- Creating and Presenting- developing the craft of writing
- Reading and responding to text
- Using language to persuade- analysing persuasive language techniques
- Speaking and listening- developing proficiency as a speaker and listener

**Key Knowledge and Skills:**

**Key Knowledge:** an understanding of the ideas, characters and themes constructed by the author and presented in the set text
- appropriate metalanguage to discuss the structures and features of narrative texts
- an understanding of the structures, features and conventions of various writing styles and formats
- an understanding of points of view presented in texts whose purpose is to persuade
- an understanding of the conventions of public speaking
- an understanding of spelling, punctuation and syntax of Australian English

**Key Skills:**
- Communicate complex ideas and information effectively through finished writing
- Read critically a range of texts and use them to explore different perspectives on complex issues
- Use speech and listening to explore different perspectives on ideas and issues
- Articulate and defend their own opinions and contest, where appropriate, the opinions of others

**Assessment Tasks:**
1. Writing Folio- a minimum of three finished pieces illustrating proficiency in a range of styles
2. Response to text- a completed response to at least two selected texts for study
3. Speaking and Listening- the delivery of a formal presentation to the class
4. Issues Analysis- the investigation and analysis of a social issue, analysing the presentation of language features in the mass media.

**VELS Interdisciplinary Strand Assessed:**

**Communication:**
- Listening, Viewing and Responding
- Presenting

**Civics and Citizenship**
- Civic knowledge and understanding

**VCE Subject Progression:**
- English: Units 1-4
- Literature (subject to staffing/student interest): Units 1-4

**Career Pathway Link:**
- Journalism
- Film and television.
MATHEMATICS

Advanced Mathematics

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

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

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

Assessment Tasks:
1. Chapter Tests
2. Assignments/Investigations
3. Semester 2 Examination

VELS Interdisciplinary Strand Assessed:
- Personal Learning
- Thinking

VCE Subject Progression:
- General Mathematics
- Mathematical Methods CAS
- Further Mathematics

Career Pathway Link:
- Engineering, Finance, Medical Sciences and Physical Sciences
**Core Mathematics**

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

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

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

### Assessment Tasks:
1. Chapter Tests
2. Assignments/Investigations

### VELS Interdisciplinary Strand Assessed:
- Personal Learning
- Thinking

### VCE Subject Progression:
- Foundation Mathematics
- General Mathematics
- Further Mathematics [in Year 12]

### Career Pathway Link:
Apprenticeships, TAFE courses and Tertiary Courses requiring a Mathematics subject.
**Additional Mathematics**

This Elective subject is designed to prepare students for further mathematical studies either in General Mathematics or Mathematical Methods CAS. Students should acquire mathematical knowledge and skills, understand and appreciate the nature of mathematical thinking and gain confidence to use Maths in many situations. Most topics are from the Structure dimension and include quadratic applications, algebraic fractions and variation.

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

**Key Knowledge and Skills:**
- The unit reinforces knowledge and skills from Core and Advanced Mathematics units.

**Assessment Tasks:**
1. Topic Assessments
2. Projects
3. Problem solving work, homework, skills assignments

**VELS Interdisciplinary Strand Assessed:**
- Personal Learning
- Thinking

**VCE Subject Progression:**
- General Mathematics
- Mathematical Methods CAS [if taken with Year 10 Advanced Math]

**Career Pathway Link:**
- as per Core and Advanced Mathematics
**THE ARTS**

**Digital Photography and Design**

Digital Photography and Design gives students the opportunity to learn how to take quality digital photographs and create original digital images. Students gain an understanding of a range of art and design computer programs and how they can be applied to plan, construct and take digital images. The majority of student work in this subject is assessed via digital means and students are not required to print hard copies of all assignments.

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

**Key Knowledge and Skills:**

*Key Knowledge:*
- Use of computer editing programs to adjust and manipulate digital images
- Appropriate artistic language

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

**Assessment Tasks:**
1. Information on a range of photographic artists
2. Photographic trial and development process

**VELS Interdisciplinary Strand Assessed:**

*Domain: Thinking*
- Thinking Processes – Creativity

*Domain: Personal Learning*
- Learning
- Managing Personal Learning

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

**Career Pathway Link:**
- Creative arts professions
- Photography
- Graphic Design
- Advertising
Music Performance

This practical based subject is designed to further students as performing musicians. Students will focus on numerous aspects of music including solo and group performance, improvisation, composition and arranging techniques and also music analysis skills. Units are customised for each student's musical interests and ability.

**Learning Outcomes:**
On completion of this course, students should be able to:
- perform in a solo and group context
- compose and/or arrange music
- utilise basic music theory and aural to further performance skills
- analyse and describe music using music terminology and language
- effectively use music technology in a variety of contexts

**Key Knowledge and Skills:**

*Key Knowledge:*
- Strategies for developing ability on a musical instrument
- Ways to practise and perform solo and group works
- Strategies to aid composing and/or arranging
- Conventions in basic music theory and aural
- Music terminology and language to analyse and describe music
- Techniques for setting up and using music technology, including recording, amplification and computers

*Key Skills:*
- Solo and group performance
- Compose and/or arrange music
- Analyse and describe music
- Utilise music technology

**Assessment Tasks:**
1. Performance in a solo and group context
2. Composition and/or arrangement
3. Theory, aural and listening analysis task
4. Music Technology practical task

**VELS Interdisciplinary Strand Assessed:**
- Managing Personal Learning

**VCE Subject Progression:**
- Music Performance: Units 1-4
- Music Investigation: Units 3-4
- Music Style and Composition: Units 1-4

**Career Pathway Link:**
- Music performance
- Sound engineering
- Music management and administration
- Music critiquing
**Studio Art**

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

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

**Key Knowledge and Skills:**

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

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

**Assessment Tasks:**
1. Folio of selected artworks
2. Research into artists and art styles
3. Visual diary planning, trialling, annotation, and evaluation

**VELS Interdisciplinary Strand Assessed: (As per Learning and Teaching)**

**Thinking**
- Thinking Processes - Creativity

**Personal Learning**
- Managing Personal Learning

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

**Career Pathway Link:**
- Creative Arts Professionals
- Art Teaching
- Professional Artist
# Visual Communication and Design

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

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

## Key Knowledge and Skills:

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

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

## Assessment Tasks:
1. Instrumental Drawing.
2. Product Design.
3. Computer generated school magazine cover (front and back cover).

## VELS Interdisciplinary Strand Assessed:

### Thinking
- Thinking Process

### Personal Learning
- Manage Personal Learning

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

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

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

Key Knowledge and Skills:

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

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

Assessment Tasks:
1. Written Test
2. Written Assessment
3. Involvement and skill in Practical tasks
4. Peer Teaching/Coaching plan and delivery

VELS Interdisciplinary Strand Assessed:

Interpersonal Development
- Working in Teams
- Building Social Relationships

Personal Learning
- Individual Learner
- Managing Personal Learning

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

Career Pathway Link:
- Sports Science/ Medicine
- Personal Trainer/Coaching
- PE Teacher
Human Performance

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

Learning Outcomes:
- To prepare foundation knowledge for VCE Physical Education.
- To develop an understanding of how the bodies systems work together to maximise human performance.
- Understand the interrelationship between fitness components and energy systems.
- Develop coaching practices to use in the wider school community.

Key Knowledge and Skills:

Key Knowledge:
- Understand how the musculoskeletal, cardiovascular and respiratory systems work together.
- Introduction to the characteristics of aerobic and anaerobic energy systems.
- Data collection and associated activity analysis, including skill analysis, work-to-rest ratios and movement patterns.
- Fitness components including definitions and factors affecting the health-related fitness components and the skill-related components.

Key Skills:
- Perform, observe and analysis movements used in physical activity and identify bones, muscles and joints responsible for movement. Report on changes to the cardiovascular, respiratory, and muscular systems at rest and during exercise.
- Identify the dominant energy pathway utilised in a variety of aerobic and anaerobic activities.
- Use appropriate technology to perform an activity analysis to collect and analyse primary data to determine major fitness components and energy systems used in physical activities.
- Use appropriate technology to perform an activity analysis to collect and analyse primary data to determine major fitness components and energy systems used in physical activities.

Assessment Tasks:
1. Test
2. Laboratory Report on Fitness Components
3. Movement Activity Analysis on a Court Sport
4. Case Study on Coaching Styles

VELS Interdisciplinary Strand Assessed:
Interpersonal Development
- Working in Teams
- Building Social Relationships

Personal Learning
- Individual Learner
- Managing Personal Learning

VCE Subject Progression:
- Physical Education Units 1-4
- VCE Health and Human Development Units 1-4

Career Pathway Link:
- Sports Science Medicine
- Personal Trainer/Coaching
- Physical Education Teacher
Global Health

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

**Learning Outcomes:**

*Introduction to Global Health:* on completion of this outcome the student should be able to analyse factors contributing to variations in health status between Australia and developing countries;

*Millennium Development Goals:* on the completion of this outcome the student should be able to describe the eight Millennium Development Goals and evaluate the progress of these goals;

*Promoting Global Health:* on completion of this outcome the student should be able to describe and evaluate programs that have been implemented by government and non-government organisations in promoting health, human development and sustainability.

**Key Knowledge and Skills:**

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

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

**Assessment Tasks:**

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

**VELS Interdisciplinary Strand Assessed:**

*Civics and Citizenship*
- Community Engagement
*Interpersonal development*
- Working in teams
- Building social relationships

**VCE Subject Progression:**
- Health and Human Development

**Career Pathway Link:**
- International health
- Public health
## HUMANITIES

### Humanities Core

**Unit Introduction:** In Core Humanities, students will study and develop skills in the areas of History, Geography, Economics, and Career Pathways. The skills learnt in this core subject are designed to complement or reinforce learning in the other Humanities electives if they are selected by students. Each unit of study will take around 5 weeks.

**History:** Students investigate World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.

**Geography:** Students develop a knowledge about the operation of major natural systems that are part of the biosphere and atmosphere; for example, the hydrologic cycle, plate tectonics or the weather.

**Economics:** In this component of the course students will develop basic skills in budgeting and money management as well as an understanding of the fundamental principles of the Australian economy.

**Careers:** In the Careers component, students will explore possible pathways through the post compulsory years of education. They will be assisted in their exploration of opportunities for transition into further education, employment and training. The unit seeks to expand student knowledge of the world of work, develop an awareness of personal interests and strengths and develop skills in using available career resources.

### Learning Outcomes:
- What were the consequences of World War II? How did these consequences shape the modern world?
- Natural Systems
- Vocational interest assessment and Pathways planning
- Economic understanding

### Key Knowledge and Skills:

#### Key Knowledge:
- Chronology, terms and concepts
- Historical questions and research
- Students explain the operation of a major natural system and its interaction with human activities.
- Use of career resources to increase understanding of pathway and transition opportunities
- Understanding of OHS principles in the workplace
- Understanding of requirements for work experience and other employment, including rights and responsibilities of workforce participants
- Awareness of how needs and wants are met, our roles as producers, workers and consumers and recognition of the impact of market forces
- Basic understanding of personal money management and the role of banking, budgeting and saving.

#### Key Skills:
- Students interpret information from different types of maps and photographs at a range of scales
- Historical questions and research
- Competency in use of career resources, including web based information, Completion of OHS training and preparation for work activities
- Develop an understanding of basic budgeting and economic principles

### Assessment Tasks: (Major Tasks Only)
1. Research Assignment
2. Mapping Tasks
3. Resume and Letter of Application
4. Topic test - Economics

### VELS Strands/Dimensions Assessed
- Historical Knowledge and Understanding
- Historical Reasoning and Interpretation
- Geographic Knowledge and Understanding
- Geographical Skills
- Economic Knowledge and Understanding
- Economic reasoning and Interpretation

### VELS Interdisciplinary Strand Assessed: (As per Learning and Teaching)
- **Civics and Citizenship**
  - Dimension: Civic Knowledge and Understanding
- **Information and Communication Technology**
  - ICT for Communicating
Economics

Unit Introduction
In this subject students develop their understanding of how the Australian economy is managed, particularly within the international economic context. They analyse how macroeconomic and microeconomic policies and programs advanced by governments and other institutions affect them and their fellow citizens. They examine the role of exchange, trade and globalisation in influencing Australia’s standard of living. They develop an understanding of enterprise attributes and skills, and describe the impact of innovation and enterprise on the economy and society. Students investigate the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer. They begin to reflect on the role of values in the economic decision making of producers, consumers and governments. This subject is designed to develop key knowledge and skills which will prepare them for VCE subjects like Accounting and Legal Studies.

Learning Outcomes:
- Macro and Microeconomics
- Influences on Australia’s standard of Living
- Relationships between economics and Ecology
- Ethics and Values in Marketing

Key Knowledge and Skills:
Key Knowledge:
- Awareness of how needs and wants are met, our roles as producers, workers and consumers and recognition of the impact of market forces
- Basic understanding of personal money management and the role of banking, budgeting and saving.

Key Skills:
- Develop an understanding of basic budgeting and economic principles
- Students extend their personal financial literacy skills and understanding about the role of savings and investment.

Assessment Tasks: (Major Tasks Only)
1. Research Project
2. Case Study Analysis
3. Topic test – Economics

VELS Interdisciplinary Strand Assessed: (As per Learning and Teaching)
Economics
- Dimension: Economic Knowledge and Understanding
- Dimension: Economic reasoning and Interpretation

Civics and Citizenship
- Dimension: Civic Knowledge and Understanding

Information and Communication Technology
- ICT for Communicating
**Geography**

In year 10 Geography, students develop knowledge about the operation of major natural systems that are part of the biosphere and atmosphere; for example, the hydrologic cycle, plate tectonics or the weather. Students also investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Students develop skills to evaluate the factors contributing to the development of these issues, identify strategies to address them and explore ways of managing them.

**Learning Outcomes:**
- Natural Systems
- Human Interaction and impact upon Natural Environment
- Evaluate the effect of these issues

**Key Knowledge and Skills:**

*Key Knowledge:*
- Students explain the operation of a major natural system and its interaction with human activities.
- Students describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns.
- Students analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources.
- Students evaluate the consequences of human interaction with environment and develop a policy to address an issue related to it.

*Key Skills:*
- Students interpret information from different types of maps and photographs at a range of scales
- Students use map evidence to support explanations, draw inferences and predict outcomes
- Students make fieldwork observations and present their findings observing geographical presentation conventions.

**Assessment Tasks:**
1. Research Task
2. Mapping Task
3. Essay
4. Test

**VELS Interdisciplinary Strand Assessed:**
*Civics and Citizenship*
- Civic Knowledge and Understanding

*Information and Communication Technology*
- ICT for Communicating

**VCE Subject Progression:**
- VCE Geography
- Outdoor Education

**Career Pathway Link:**
- Surveying
- Outdoor Adventure
History
Year 10 History provides a study of the history of the modern world from 1918 to the present, with an emphasis on Australia in its Global Context. Students investigate World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. Students investigate struggles for human rights in depth including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. Students also investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century such as migration experiences.

Learning Outcomes:
• How did the nature of global conflict change during the twentieth century?
• What were the consequences of World War II? How did these consequences shape the modern world?
• How was Australian society affected by other significant global events and changes in this period?

Key Knowledge and Skills:
Key Knowledge:
• Chronology, terms and concepts
• Perspectives and Interpretations
Key Skills:
• Historical questions and research
• Analysis and use of sources
• Explanation and Communication

Assessment Tasks:
Research Essay
Unit Test
Analytical Task
• Presentation
• Construct a Time Line

VELS and Interdisciplinary Strands Assessed:
Civics and Citizenship
• Civic Knowledge and Understanding
Information and Communication Technology
• ICT for Communicating

VCE Subject Progression:
• VCE History
• VCE Revolutions
• VCE Sociology

Career Pathway Link:
• Teaching
• Social Research
• Journalism
### SCIENCE

#### Core Science

Core Science provides students with the foundation skills and knowledge in preparation for VCE. Science is the effort to understand the natural world through the process of observation and experimentation. Students will apply scientific method to test scientific principles to further their knowledge and skills. Students study a unit of Chemistry, Physics and Biology as foundations for further Scientific studies.

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

#### Key Knowledge and Skills:

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

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

#### Assessment Tasks:
1. Research investigation
2. Topic tests
3. Class work and homework

#### VELS Interdisciplinary Strand Assessed:
- Interpersonal Learning
  - Working in teams
- Communication

#### VCE Subject Progression:
- Chemistry
- Biology
- Physics
- Psychology

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

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

**Key Knowledge and Skills:**

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

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

**Assessment Tasks:**
1. Topic tests
2. Assignments
3. Investigation/research reports

**VELS Interdisciplinary Strand Assessed:**
*Interpersonal Learning*
- Working in teams

*Communication*

**VCE Subject Progression:**
- Biology
- Chemistry

**Career Pathway Link:**
- Zoologist, Marine Biologist, Park Ranger, Biology Teacher, Horticulturist, Chemical Engineer, Pharmacist, Teacher
Physics/Chemistry

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

Learning Outcomes:

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

Key Knowledge and Skills:

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

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

Assessment Tasks:
1. Topic tests
2. Assignments
3. Investigation/research reports

**VELS Interdisciplinary Strand Assessed:**

*Interpersonal Learning*
- Working in teams

*Communication*

**VCE Subject Progression:**
- Physics
- Chemistry

**Career Pathway Link:**
- Tertiary Physical Science, Engineering and medical Science courses.
- Chemical engineer, Pharmacist, Teacher, Lab technician
TECHNOLOGIES

Environmental Design and Construction

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

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design process.</td>
</tr>
<tr>
<td>• Safe work practice.</td>
</tr>
<tr>
<td>• Construction and landscaping techniques.</td>
</tr>
<tr>
<td>• Evaluation and theory relating to materials and techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Knowledge and Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Knowledge:</strong></td>
</tr>
<tr>
<td>• Design process and design brief.</td>
</tr>
<tr>
<td>• Safe use of hand tools and machinery.</td>
</tr>
<tr>
<td>• Specific processes of working with landscape materials</td>
</tr>
<tr>
<td><strong>Key Skills:</strong></td>
</tr>
<tr>
<td>• Instrumental and freehand drawing.</td>
</tr>
<tr>
<td>• Accurate construction and presentation of landscaping projects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design process.</td>
</tr>
<tr>
<td>2. Product construction.</td>
</tr>
<tr>
<td>3. Evaluation of finished project.</td>
</tr>
<tr>
<td>4. Theory and assignment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VELS Interdisciplinary Strand Assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking</td>
</tr>
<tr>
<td>Personal Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCE Subject Progression:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Subject: Unit 1 – 4 Product Design and Technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Pathway Link:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apprenticeships (Landscaping).</td>
</tr>
</tbody>
</table>
## Food Technology

Students will learn new skills and enhance others in the food and technology area. This unit aims to up-skill and prepare students to undertake VCE Food & Technology in years 11 & 12.

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

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

### Key Knowledge and Skills:

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

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

### Assessment Tasks:
1. Designing.
2. Producing.
3. Evaluations.
4. Theory and assignments.

### VELS Interdisciplinary Strand Assessed:

*Thinking*

*Personal Learning*

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

### Career Pathway Link:
- Apprenticeships.
- Hospitality.
- Education.
Food Technology: Special Occasion Cookery

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

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

**Key Knowledge and Skills:**

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

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

**Assessment Tasks:**
1. Designing.
2. Producing.
3. Evaluations.
4. Theory and assignments.
5. Client Cookery.

**VELS Interdisciplinary Strand Assessed:**
Thinking
Personal Learning

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

**Career Pathway Link:**
- Apprenticeships.
- Hospitality.
- Education.
# Metalwork

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

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

## Key Knowledge and Skills:

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

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

## Assessment Tasks:
1. Design process.
2. Product construction.
4. Theory and assignment.

## VELS Interdisciplinary Strand Assessed:
- **Thinking**
- **Personal Learning**

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

## Career Pathway Link:
- Apprenticeships.
**Wood**

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

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

**Key Knowledge and Skills:**

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

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

**Assessment Tasks:**
1. Design process.
2. Product construction.
4. Theory and assignment.

**VELS Interdisciplinary Strand Assessed:**
*Thinking*
*Personal Learning*

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

**Career Pathway Link:**
- Apprenticeships.
# VCE SUBJECTS

## 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
### Design and Technology

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

This unit focuses on the analysis, modification and improvement of a produce 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
**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’.

<table>
<thead>
<tr>
<th>Area of Study 1: Arithmetic</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Area of Study 2: Data analysis and simulation</em></td>
</tr>
<tr>
<td><em>Area of Study 3: Algebra</em></td>
</tr>
<tr>
<td><em>Area of Study 4: Graphs of linear and non-linear relations</em></td>
</tr>
<tr>
<td><em>Area of Study 5: Decision and business mathematics</em></td>
</tr>
<tr>
<td><em>Area of Study 6: Geometry and trigonometry</em></td>
</tr>
</tbody>
</table>

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]
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

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
## 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 Hapsburg 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.
- 3: Essay.
## 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:
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.
### Legal Studies

#### Unit 1: Criminal law in action

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, 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
Outdoor and Environmental Studies

Unit 1: Exploring Outdoor Experiences
This unit looks at the ways in which humans understand and relate to nature through experiences in outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments. Through experiences students develop practical skills and knowledge to help them live sustainably in outdoor environments. They also understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Area of Study 1: Motivations for Outdoor Experiences
Outcome 1: On completion of this unit the student should be able to describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.

Area of Study 2: Experiencing Outdoor Environments
Outcome 2: On completion of this unit the student should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Assessment Tasks
1. Learning Activities
2. Test
3. Case Study
4. Exam

Unit 2: Discovering Outdoor Environments
Descriptor:
This unit looks at the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. They develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Area of Study 1: Investigating Outdoor Environments
Outcome 1: On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Area of Study 2: Impacts on Outdoor Environments
Outcome 2: On completion of this unit the student should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Assessment Tasks
1. Learning Activities
2. Test
3. Test
4. Exam
## 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
## Sociology

### Unit 1: Youth and family
This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of its composition, how it is reproduced over time and the differences between societies.

**Area of Study 1:** Category and Experience of Youth  
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
## 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
SCHOOL TO WORK PROGRAM (SWTP)

Foundation VCAL

The SWTP aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development and utilisation of a student’s particular interests, in the context of applied learning, are the underpinning principles of this program. The program consists of students attending school for three days, participating in Vocational Training one day and undertaking a work placement one day per week. The work placement must be related to the Vocational Training they undertake. In Term 1 2012, it is envisaged that students will not commence their work placement immediately – rather they will attend school and undertake a Certificate I in Vocational Preparation which will prepare them for work.

SWTP – Foundation VCAL Course Outline
- 5 periods of VCAL Foundation Numeracy
- 5 periods of VCAL Foundation – Literacy
- 4 periods of Work Education / Careers
- 4 periods of Personal Development
- One day a week of Work Placement
- One day a week studying a certificate II in Hospitality or Tourism or Horticulture or Conservation and Land Management
- One week of Try a Trade

The VCAL units that would be credited on successful completion are:
- Literacy Skills Foundation Reading & Writing
- Literacy Skill Foundation Oral Communications
- Numeracy Skills Foundation
- Industry Specific Skills - Certificate II in Hospitality or Certificate II in Conservation and Land Management
- Work Related Skill Foundation Unit 1
- Work Related Skill Foundation Unit 2
- Personal Development Skills Foundation Unit 1
- Personal Development Skills Foundation Unit 2

Subject Outline:

Literacy
The purpose of the VCAL Literacy subject is to develop literacy skills (reading, writing, speaking and listening) and knowledge that allows effective participation in the four main social contexts in which we function in Australian Society:
- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life
Numeracy

The numeracy skills unit aims to develop student’s confidence and skills to perform simple and familiar numeracy tasks so that they can make sense of mathematics in their daily personal lives. The Numeracy subject covers outcomes relevant to the following areas:

- Numeracy for personal organisation (Money, Time and Location)
- Numeracy for interpreting society (Data and Numerical Information)
- Numeracy for practical purposes (Design and Measuring)

Certificate II Hospitality or Conservation and Land Management

The course will be provided by FS Learning and delivered mostly at Coal Creek. The Certificates aim to prepare students for full-time or part-time work in the Hospitality or Land Management industries as well as developing valuable life skills. In 2011 the Foundation students participated in these courses as school based trainees.

Work Related Skills

Work related skills, involves a combination of work education lessons at school and work placement. Work related skills, has been developed to recognise learning which is valued within community and work environments as preparation for employment. It allows students to investigate career, education and training information using a variety of career resources, including computer applications and internet sites. During the unit students will develop a resume and pathways plan as part of a personal portfolio.

The learning focus includes:

- Learning about a selected workplace or industry setting
- Learning OH&S in a workplace context
- Using information and communications technology in relation to simple work related activities
- Integrating new learning about work skills with prior knowledge and experiences
- Enhancing employability skills through work related contexts
- Developing basic critical thinking skills that apply to problem solving in work situations
- Developing basic planning and work related organisational skills

Students are required to organise work placement at a registered business to participate in the SWTP

Personal Development

Personal development focuses on the development of student’s organisation and planning skills, knowledge, critical intelligence, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. In order to meet the requirements of the Personal Development subject, students must complete a Community Service placement for one week mid way through the year.

The learning focus includes:

- Knowledge and skills applicable to relevant personal, social, educational and/or community goals
- Development of an understanding of social issues and civic responsibility
- Introduction to problem-solving skills
- Introduction to skills for planning, organising ad working in teams
- Knowledge and skills applicable to relevant health and physical wellbeing of community service goal
- Awareness of personal rights and responsibilities
- Improved communication skills for group and/or team activities
Korumburra Secondary College

Jumbunna Road
Korumburra, 3950

Tel: (03) 5655 1566

Senior School Coordinators

Gary McGrath (Senior School Coordinator)

Orla McCarthy  
(Year 12 Team Leader)

Jo Parsons  
(Year 11 Team Leader)

Tony Heys  
(Year 10 Team Leader)

Jodie Matthews  
(VCAL/VET Coordinator)

Website: www.korumburrasc.vic.edu.au