



Korumburra Secondary College



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

2025

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Year 9/10 Course Structure

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

As required by the Department of Education and Training, we deliver the Victorian Curriculum to all students until the end of Year 10. While still being designed around the Victorian Curriculum, our Year 9 and 10 course structure allows students to prepare for the Senior School pathways.

The Year 9 and 10 course at Korumburra Secondary College is based on a system of **CORE** and **ELECTIVE** subjects. As part of our drive to improve VCE outcomes for students, all subjects will have a Semester Examination and results will be included on Semester Reports. Year 9 exams are split between the two semesters, with all subjects assessed by the end of Semester Two. Year 10 students will have an exam each semester for all subjects.

Core Subjects – these include subjects which all students study as part of their course.

These subjects will be studied all year.

- ACE
- English
- Health Education
- Humanities
- Mathematics
- Physical Education
- Science
- Art A (this subject is timetabled with “elective subjects” but is completed by all Year 9 students for one semester)

Elective Subjects – these include subjects that students may choose to complete. Year 9 and 10 students will usually complete 4 electives each year, each for one semester.

The Victorian Curriculum also requires students to complete studies from The Arts and Technology until the end of Year 10. The elective subjects are the opportunity for students to complete their Arts and Technology studies as well as to follow their personal interest and skills. This may include the opportunity for students to:

- Expand their skills
- Prepare for future VCE subjects
- Try something new that they may like to continue in the future.

Electives are offered to both Year 9 and Year 10 students. This increases student choice and enables students to mix with a wider group of peers. It also gives Year 9 students more opportunities for early access VCE subjects in the following year.

Electives available to Year 9 and Year 10 students in 2025 are shown in the table on the next page. Year 10 students also have an opportunity to commence a Vocational Educational Training (VET) Course and /or an early access VCE subject. These will each count as two electives.

Elective Selection Procedures

While the electives being offered will be available to both Year 9 and Year 10 students, there are recommended sequences for some subjects. Some electives will run a class designed for Year 9 students and another class designed for Year 10 students. For these subjects, the class designed for Year 9 students will be labelled with an “A” (e.g. Wood A) and the class designed for Year 10 students will be labelled with a “B” (e.g. Wood B).

Where students are interested in choosing one of these subjects, they are strongly encouraged to choose the subject designed for their year level. If, through exceptional circumstances, a student wishes to choose a subject from the alternate year level, they should speak with Ms Creaser or Mr Cronin who will work with the student and family to determine if this is appropriate. For all other subjects which are not part of a two-year sequence, these may be chosen by Year 9 or Year 10 students.

Year 10 students interested in completing a VCE or VET subject will need to enter this when they complete the course counselling insight on Compass.

Every current Year 9 student will be required to have a 15 minute course counselling interview on **Monday 28th August 2024 between 8.30am and 4.00pm** to discuss and approve their course selection for Year 10 2025. These interviews will be held at Korumburra Secondary College.

Every current Year 8 and Year 9 student will be provided with details regarding subject selection through their ACE classes.

Students choose six subjects from the offering in order of preference. Every attempt is made to place students in their first four choices but timetable restrictions do not always allow this to occur. Subjects will run if there are enough students selecting the subject.

Subject Changes

It is important for students to choose subjects carefully. Year 9 and 10 students may make changes at the start of each semester to their elective program. After the 3rd week of semester, changes will only be made in exceptional circumstances.

Curriculum

Workload

To ensure students reach their potential at school, all students are encouraged to –

- Manage your time. (Balance study and recreational commitments).
- Set clear and attainable goals.
- Promptly seek assistance from your teachers to address any concerns.
- In Year 9 and 10 set aside 1 to 1.5 hours per night to revise and complete homework.
- In Year 11 approximately 2 hours per night is recommended.
- In Year 12 approximately 3 hours per night is recommended.
- Be well organised and keep up to date.
- Use a diary or electronic organiser and complete homework.

Parents and students are encouraged to refer to the Homework Policy available on the school website.

Compulsory Schooling

It is compulsory for students to remain at school until the age of 17 unless they have satisfactorily completed Year 10 and are leaving to study full time or have employment or a combination of study and work. Students who are exiting school are required to attend an interview and complete a Transition from School form. If the student is under the age of 17 the exit must be approved by Regional Office.

Attendance Requirements

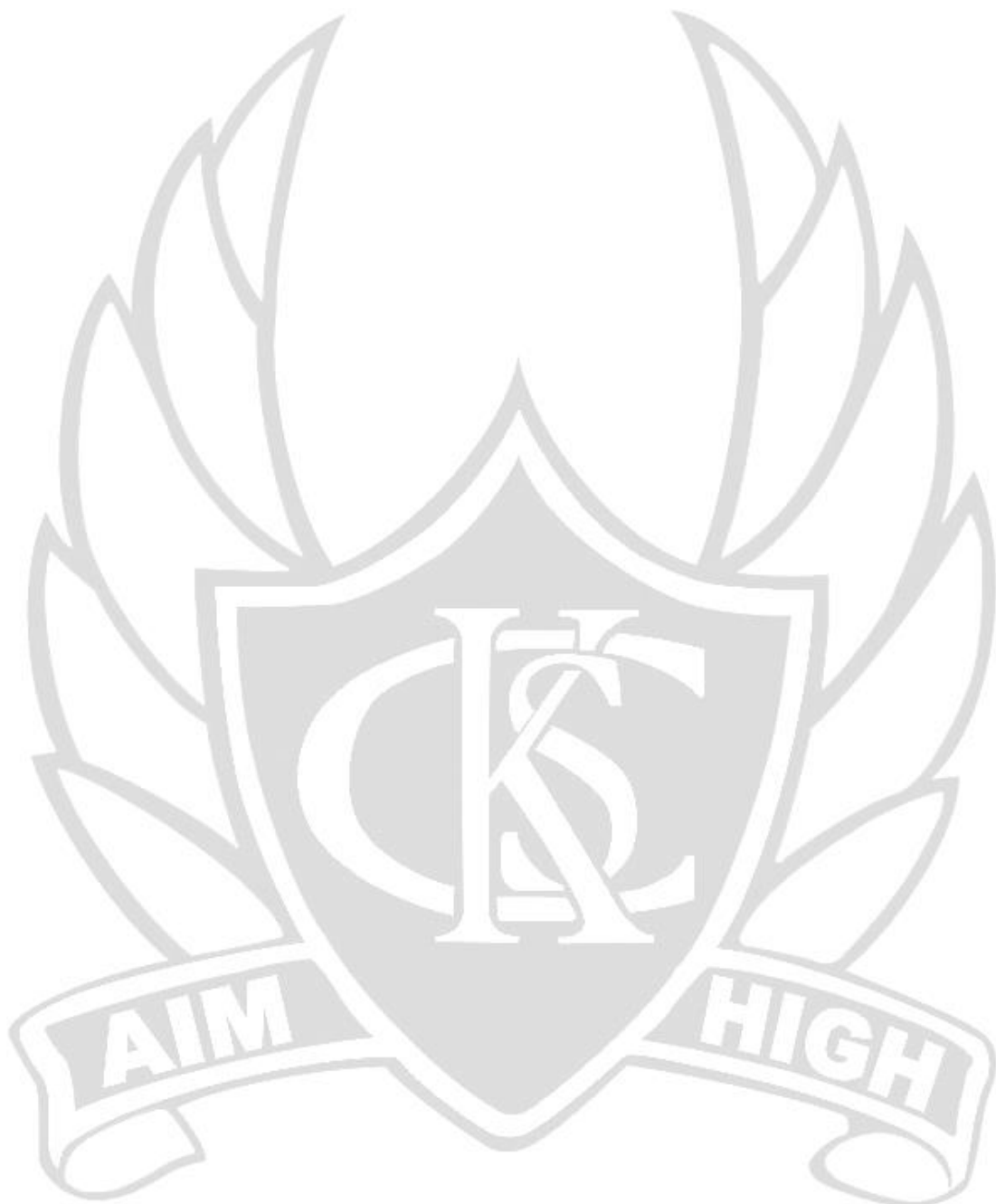
Students at Korumburra Secondary College are expected to:

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

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

Term Dates for 2025

Term	Commences	Finishes
Term 1	Tuesday Jan 28	Thursday April 4
Term 2	Tuesday April 22	Friday July 4
Term 3	Monday July 21	Friday September 19
Term 4	Monday October 6	Friday December 19



Elective Subjects Offered in 2025 *based on 2024 Elective Charges*

DOMAIN	SUBJECT	Material Charges
ARTS	Drama	
ARTS	Music	
ARTS	Music Technology	
ARTS	Performing Arts	
ARTS	Visual Communication and Design A	\$30
ARTS	Visual Communication and Design B	\$30
ARTS	Photography B	
ARTS	Art B	\$30
HEALTH & PE	PE +	
HEALTH & PE	Outdoor Education (delivered at Year 9)	\$400#
HEALTH & PE	Shape up and Skill Up	50
HEALTH & PE	Global Health and Food B	90
HEALTH & PE	Outdoor Education VCE Unit 1 & 2 Year 10 only	\$650
TECHNOLOGY	ADVANCE – if one semester FULL YEAR PROGRAM if Duke of Ed)	\$25 \$200
LOTE	Japanese A	
LOTE	Japanese B	
SCIENCE	CSI – Forensic Science	
SCIENCE	MythBusters	
SCIENCE	Enviro Explore	
SCIENCE	Introduction to Psychology	
STEAM	STEAM – Future Builders	
TECHNOLOGY	Foods in the Fast Lane A	\$110
TECHNOLOGY	Multicultural Foods A	\$110
TECHNOLOGY	Food Studies B	\$100
TECHNOLOGY	Special Occasion Cookery B	\$100
TECHNOLOGY	Product Design Textiles	\$75
TECHNOLOGY	Metalwork A	\$110
TECHNOLOGY	Metalwork B	\$110
TECHNOLOGY	Woodwork A	\$110
TECHNOLOGY	Woodwork B	\$110
TECHNOLOGY	ICT- Applied Computing	

- **Note these charges are a guide only.**
- **New subjects charges will be confirmed at a later date**

Elective Subjects

Music Production

Ever wondered how to write, record and produce your own Songs? In Music Production we look at these skills. Students will learn transferrable skills such as listening, interpreting and ICT skills. They will then take these skills and develop them in a practical environment by learning how to Arrange and Compose songs. Students will have access to software programs to allow them the fundamental skills to produce and manipulate their own original music! This is a great opportunity to explore self-expression and the creative process in Music.

Learning Outcomes

- Ability to develop and complete original composition and arrangement work.
- Demonstrate a range of expressive skills in the creation of original music works.
- Ability to accurately evaluate and refine music work using appropriate terminology and concepts.
- Use numerous musical elements to enhance original material.

Areas of Study

- Listening and Interpreting
- Arranging
- Recording
- Composition

Key Knowledge and Skills

- Develop Theory skills around Compositional devices such as; repetition, variation and contrast.
- Develop an understanding of notation software programs to develop Composition skills.
- Develop an understanding of Digital Audio Workstations to develop Composition skills.
- Develop instrumental skills for the purpose of Songwriting and Composition.
- Analyse and show knowledge in how Performers have manipulated Musical Elements to achieve expressive outcomes.

Common Assessment Tasks

- Remix Project
- Rearrange Project
- Express Yourself Project

Victorian Curriculum Strands:

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

VCE Subject Progression:

Music Contemporary Performance (subject to student numbers): Units 1-4
Music Composition (subject to student numbers): Units 1-4

Career Pathway Link:

- Composer
- Arranger
- Sound Engineer
- Music Teacher

Performing Arts

In Performing Arts students learn valuable transferrable skills such as teamwork, confidence and performance. In Drama students will explore Serious Drama/ Comedy or Children's Theatre and learn the necessary skills to develop and perform an engaging theatre piece. During this process students will build dramatic skills through a variety of activities and document and reflect on their practices in a journal. In Music Performance students will develop and refine their skills as musicians and performers by learning an instrument of their choosing. They will participate in a variety of activities to build and apply their theoretical understandings in a practical context. Students will also have the freedom to explore an area of Performing Arts they are passionate about.

Areas of Study

- Theatre Studies
- Scriptwriting and Rehearsal
- Drama and Music Performance
- Music Rehearsal and Theory
- Project based Learning

Key Knowledge and Skills

- How to articulate the musical elements/ vocab on a song in a Genre of their choice.
- Understand the roles of Scales and Chords in contemporary Music.
- How to learn some theory concepts practically.
- How to choose and rehearse a piece of music as a group.
- How to write and format a script for performance.
- Strategies to engage an audience.
- Collaborate with peers during scriptwriting process.
- Rehearse and Perform in teams using feedback to refine performance work.
- Begin to use teacher feedback to make modifications to performance styles and script.

Common Assessment Tasks

- Cast / Crew Performance – Serious Drama/ Comedy/ Children's Theatre
- The Big Gig Performance
- This is Me – Passion Project

Victorian Curriculum Strands:

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

VCE Subject Progression:

Music Contemporary Performance (subject to student numbers): Units 1-4

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

Career Pathway Link:

- Music or Drama Teacher
- Performer
- Production Crew
- Film and television
- Screen /Script writing

Drama

Drama gives students the opportunity to develop the skills introduced in Middle School years focusing on preparing and presenting more complex, meaningful and dramatic art. Students will participate in a variety of activities to develop skills for creating, developing and refining an original work for a live audience. They explore ideas through the use of improvisation and character development. They experience performances through self-devised performances and complete a unit on script development. They refine their use and understanding of dramatic elements including rhythm, timing, symbol, contrast and conflict. Students reflect on the creative processes they use as well as evaluate and suggest improvements for their own and others' works. They complete assignments on different performance styles as well as develop an understanding of the history of children's theatre in various cultural contexts. Students will be introduced to subject specific terminology and will be expected to participate in a major theatrical performance delivered to a community audience. This unit prepares students for the challenges of VCE Drama.

Areas of Study

- Ability to develop and sustain a character from a variety of starting points.
- Demonstrate a range of expressive skills in the creation and performance of a scripted character.
- Ability to accurately evaluate and refine character work using appropriate terminology and concepts.
- Use numerous dramatic elements to enhance both improvised and scripted performance.
- Use numerous dramatic conventions in the preparation and performance of a scripted play.
- Learn how to write a script.
- Complete a cast and crew role for performance.

Key Knowledge and Skills:

- Recognise and use appropriate terminology accurately and with confidence.
- Understand the importance of the rehearsal process to refine and develop a character.
- Develop an appreciation of the cultural role of dramatic art throughout history.
- Control and manipulate particular elements according to purpose and audience.
- Work productively, both individually and in groups.
- Accept personal responsibility for allocated tasks.
- Listen attentively to others, seeking and accepting constructive feedback and maintaining a safe and supportive learning environment.

Common Assessment Tasks

- Theatre Studies – Serious Drama/ Comedy/ Children's Theatre
- Cast Performance – Serious Drama/ Comedy/ Children's Theatre
- Production Role – Lighting, Sound/ Music, Backstage, Set, Prop or Costume Design

Victorian Curriculum Strands:

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

VCE Subject Progression:

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

Career Pathway Link:

- Actor
- Film and television
- Screen /Script writing
- Drama Teacher

Music

Music gives students the opportunity to develop the skills introduced in Middle School years with a focus on developing technical and performance skills on a chosen instrument. Students will participate in a variety of activities to improve their creative skills and refine musical works for live public performances during the semester. They explore and reflect on new ideas through experimentation, collaboration and practical workshops. Students consolidate their understanding of music theory and apply their skills to composition and analysis tasks throughout the course.

Areas of Study

- Develop technical skills on a chosen instrument
- Demonstrate a range of expressive skills in the creation and performance of music
- Analyse and evaluate musical works using appropriate language

Key Knowledge and Skills:

- Recognise and use appropriate musical terms accurately and with confidence
- Develop and commit to rehearsal regime on their chosen instrument
- Develop an understanding of performance conventions
- Compose and analyse music in a variety of styles
- Rehearse effectively, both individually and in groups
- Accept personal responsibility for set tasks
- Listen attentively to others, seek and accept constructive feedback and maintain a safe and supportive learning environment

Common Assessment Tasks

- Flying Solo – Solo Performance
- Like a Version – Group Performance
- Remix Yourself – Composition work

Victorian Curriculum Strands:

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

VCE Subject Progression:

Music Contemporary Performance (subject to student numbers): Units 1-4

Career Pathway Link:

- Musician
- Sound Technician
- Music Teacher
- Music Therapist

Visual Communication and Design A

This unit aims to introduce creative design and technical drawing techniques. Emphasis is on highly finished, well presented work and the use of the design process to trial and experiment with design. Visual Communication and Design leads to VCE Visual Communication & Design (Years 11 & 12). It is recommended to students wishing to develop their drawing, design and computer aided design skills.

There are three main parts to this subject:

- Graphic Art and Design
- Technical Drawings
- Computer Aided Design

Areas of Study

There are a range of topics that cover different design fields as stated above. The students will explore a variety of materials and media to develop their design problem solving skills. They will have the opportunity to produce a range of drawing types, a digital illustration piece, photography and a 3D work.

Learning Tasks

Students are expected to fulfil the assessment requirements by producing:

- Technical Drawing
- Computer Editing
- Graphic Design
- Observational Drawing

Visual Communication and Design B

This subject leads to Visual Communication 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
- 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.

Common Assessment Tasks

- Instrumental Drawing
- Product Design
- Computer generated design
- 3D modelling (3D printing)

VCE Subject Progression

- Units 1 – 4 Visual Communication Design

Career Pathway Link

- Animation, Multimedia, Illustrator, Graphic Designer, Advertisement, Product Design, Fashion Design, Packaging and Architecture.

Photography B

Photography gives students the opportunity to learn how to take and manipulate quality digital photographs. Students gain an understanding of a range of art and design computer programs and how they can be applied to plan, construct and capture digital images. This subject relies on students having access to a working computer each lesson with computer editing programs.

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

Common Assessment Tasks

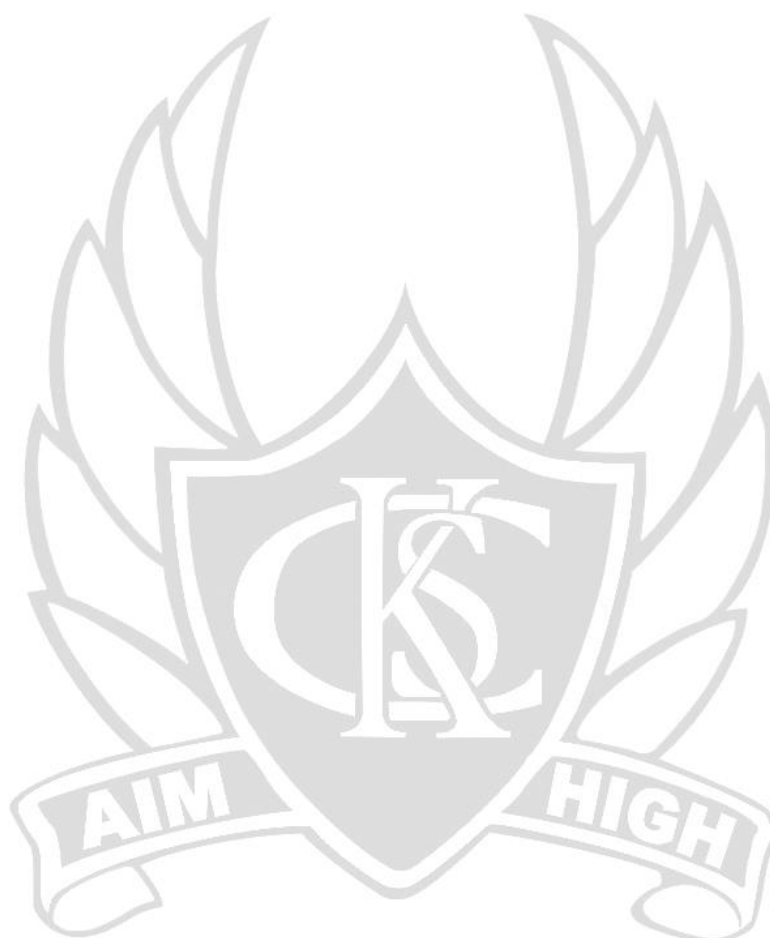
- Information on a range of photographic artists
- Photographic trial and development process

VCE Subject Progression

- Art
- Visual Communication Design

Career Pathway Link

- Creative Arts professions
- Photography
- Graphic Design
- Advertising



Art B

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 a 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:

- Produce creative responses that show personal interests
- Respond to information about artists and their artworks

Common Assessment Tasks

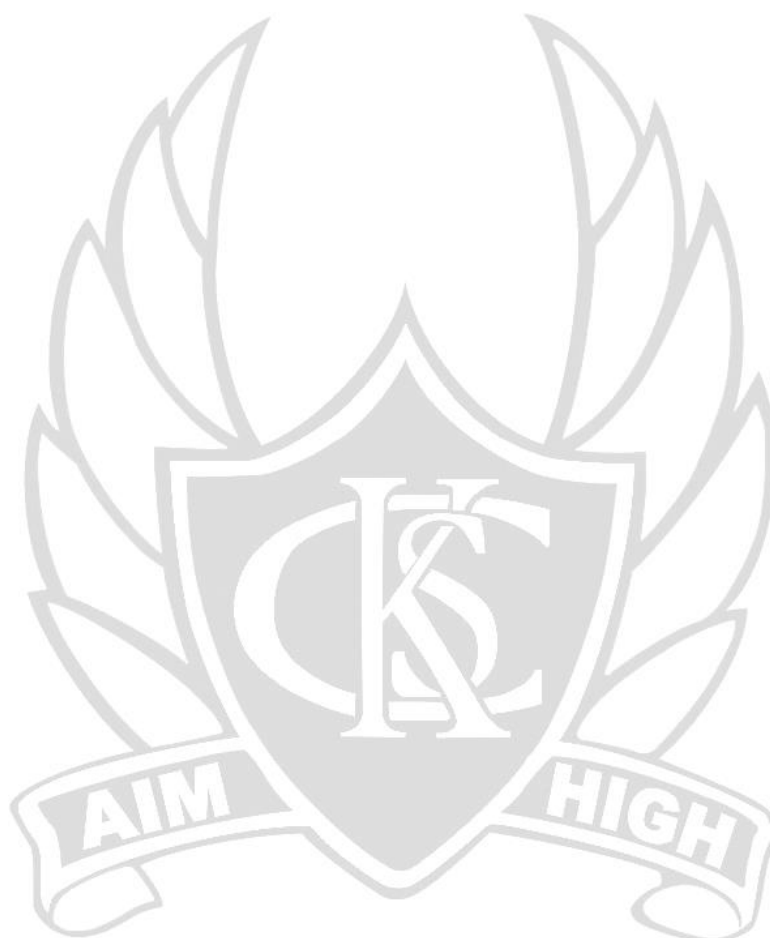
- Folio of artworks in a range of mediums
- Research into artists and art styles
- Visual diary planning, trials, annotation and evaluations

VCE Subject Progression

- Art
- Visual Communication Design

Career Pathway Link

- Creative Arts Professionals
- Art Teaching
- Professional Artist



PE +

Take your passion for Physical Education to the next level with PE+! This awesome subject is designed to give you a solid foundation for VCE Physical Education. Get ready for a dynamic and hands-on experience as you dive into a world of practical activities that connect directly to key theory concepts. In PE+, engage in weekly physical activities to enhance your understanding of physiological, psychological and biomechanical concepts that can give you the edge in improving your sporting performance. These skills aren't just limited to the classroom - they can be put to use in the wider community too! Imagine yourself coaching and supporting young athletes with the expertise you'll acquire. So, if you're eager to become a true PE champ, gain practical knowledge, and make a positive impact in sports, PE+ is the perfect choice for you. Let's get moving towards an exciting journey of physical education excellence!

Learning Outcomes:

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

Common Assessment Tasks:

- Participation in weekly practical activities
- Sports injury Research
- Human anatomy (bones/muscles/joints)
- Laboratory report on energy systems associated with fitness
- Video Analysis of a Biomechanical Principle

VCE Subject Progression:

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

Outdoor Education (Delivered at Year 9)

Aim

- To develop skills and knowledge that enhance the safe participation in a variety of outdoor recreational activities.
- Improve individual ability to work in teams to achieve personal and team goals.
- To gain awareness of natural environments and impacts of human interactions.

Areas of Study

- Students explore nature, forests, coastal and aquatic environments. Emphasis will be placed on analysing human interactions through developing awareness of how our behaviour can have an environmental impact and impact on our safety in those pursuits. Practical skills will be developed in navigation, first aid, bushwalking and Sailing. Students will examine the concept of adventure in their outdoor activities as well as analyse the perceived and actual risks in different environments.

Learning Tasks

- Sailing
- First Aid
- Water Safety
- Coastal Walks
- Land Care Projects
- Navigation / Orienteering
- Stand up Paddling / Surfing
- Complete class theory tasks and research tasks
- Maintain an organised and complete student workbook.

This elective incurs costs of approximately \$300 with a deposit of \$100, which must be paid before the Semester begins to ensure a place in this class.

Outdoor and Environmental Studies (Delivered at Year 10)

Unit 1: Exploring outdoor experiences

Students examine ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with opportunities to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor environments. Through practical outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to nature.

Assessment Tasks:

- Journal
- Structured questions
- S/N Tasks for successful completion
- Practical learning activities
- Examination

Unit 2: Discovering outdoor environments

Students explore the characteristics of outdoor environment, different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans - the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Assessment:

- Journal
- Structured questions
- Data analysis
- Practical learning activities
- Examination
- S/N Tasks for successful completion

This elective incurs costs of approximately \$650 with a deposit of \$100, which must be paid before the Semester begins to ensure a place in this class.

Those seeking to choose this subject at Year 11 in 2025 will need to seek approval from the Year 11 Coordinator.

Shape Up and Skill Up

Get ready to unleash the power of a healthy lifestyle as you dive into exciting class work and physical activities. We'll equip you with the knowledge, skills, and attitudes needed to value and lead a thriving, wholesome life. You'll become a passionate advocate for health, championing the importance of healthy eating and staying active. This subject will empower you to observe your overall health and discover ways to improve and maintain it. You'll also have the chance to make a real impact on your community, both within the school and beyond, as you engage in activities outside the traditional HPE environment. It's time to take charge of your well-being, let's embark on this life-transforming journey together!

Note: This subject will have a mixture of both practical and theory classes weekly. Practical classes will range depending on what is being taught in theory sessions. It could be physical activity sessions, meditation, cooking classes, vegie garden maintenance or other content related practical activities.

Learning Outcomes:

Health –

- Explain the relationship between health and wellbeing and physical activity
- Analyse the impact of self-care activities, such as nutritious foods, meditations and positive self-talk on overall health and wellbeing
- Justify the value of personal goal setting with regard to promoting individual health and wellbeing
- Partake in maintaining the vegetable garden within the school on a regular basis and analyse school activities / resources in promoting healthy eating
- Analyse the role of community organisations in promoting and maintaining health and wellbeing

Physical Education –

- Identify and evaluate enablers and barriers of meaningful participation in physical activity.
- Analyse the role of community organisations in promoting and maintaining physical activity.
- Participate in a range of activities designed to promote self-esteem and self-efficacy, as well as gross and fine motor skills.

Learning Tasks

- Individual assessment sheets
- Logbook
- Written reports
- Tests
- Workbook and class task completion
- Participation in practical sessions

VCE Subject Progression:

- VCE Health and Human Development Units 1-2
- Food studies unit 1-2

Understanding Nutrition Across the Globe (and grow your own)

Get ready for an eye-opening journey that blends the fascinating worlds of health, sustainability, and delicious cuisine! This subject is your gateway to VCE Health and Human Development and Food Studies, it is packed with exciting activities that will leave you hungry for knowledge. You'll be using our school garden to grow and use your very own food products, getting hands-on experience in understanding the importance of sustainability. We'll whisk you away on a culinary adventure through diverse cultures, where you'll learn to cook up some mouthwatering dishes in practical cooking lessons. You'll be taken on a global health exploration, with a special focus on the impact of food worldwide and investigate global health's connection to food systems and fair trade. Discover how cultural foods impact individual and global health. Get set for a flavourful adventure!

Learning Outcomes:

Students will be able to:

- Understand the importance of sustainability by growing and using their own food products.
- Explore culturally diverse foods through practical cooking lessons.
- Analyse the factors that contribute to variations on health status between Australia and developing countries.
- Describe the role of World Health Organisation (WHO) on global health.
- Describe a food system both locally and globally and how the access to foods can impact on an individual's health status.
- Describe the implication of the environment on food systems and their implications on food choices and their impact on health and development.
- Analysing the role of nutrition in promoting health in Australia and the globe.

Assessment Tasks:

- Global Health Case Study Analysis
- Food Practical Tasks.

VCE Subject Progression:

- VCE Health and Human Development Units 1-2
- Food studies unit 1-2

Advance

Advance aims to help students to develop leadership and teamwork skills through practical activities related to the individual achievement of the Bronze Duke of Edinburgh Award. Advance also allows students to explore an area of personal interest through their passion project. Students have the option of completing the Duke of Edinburgh Award if they elect to take Advance as a year-long subject. The subject can also be undertaken for one semester.

Areas of Study

Students use the Design Thinking process to identify a problem they would like to solve. Solving this problem becomes a project that can be undertaken at school. Examples in the past include; mixing music to bring more joy to society, creating a film or documentary to inform the public, recording a weekly podcast, or writing a book. Students are expected to be self-driven and manage their own timelines and outcomes to define the completion of the project. The project meets the requirements of the skills section of the Duke of Edinburgh Award (below).

The Duke of Edinburgh Award:

The award has four components as outlined below. Students are expected to complete at least one hour a week of each component for a minimum of twelve weeks to meet the requirements of the award. One component is identified as a 'major' component and is undertaken for an hour a week for six months. To complete the award in Advance, the major component is the skill section. It is recommended students undertaking the award elect to take Advance for a year, rather than a semester to allow for completion of the award during school time.

Physical Recreation – Students undertake regular physical activity to assist them to achieve their personal goals in relation to fitness. Physical activity may include exercise completed in school or as part of student's regular activities outside of school.

Skills – Students use Design Thinking to solve a problem they identify as important to them. The solution to this problem forms a 'Personal Project'. Students select one problem to solve each semester. 2.5 hours a week of class time is dedicated to this project.

Community Service – Students work with a community organisation for an hour a week for the year or semester. This is a local community organisation that students attend to contribute in a positive way to the general community. Some past examples include reading and playing games at Carinya Lodge, assisting at Milpara House or Vinnies op-shop, helping in the KSC canteen, working in the local library, and volunteering at Karmai.

Adventurous Journey – Students undertake two overnight camps with the class during which they display their developed skills in teamwork, communication and problem solving. Students will work in class to plan their journey and the focus of their journey. Past journeys have included navigating Melbourne using public transport, and a tourism comparison of Phillip Island and the Mornington Peninsula. Students completing Advance for only one semester may not have the option to attend camp depending on scheduling.

Learning Tasks

- Three projects reflecting the design thinking process utilised to complete a Personal Project. - - The tasks require students to complete certain components relating to their personal project, such as brainstorming, reflecting, evaluating and research.
- Evaluation of the student's contribution to community service
- Completion of Duke of Edinburgh Award requirements including:
 - Physical recreation (minimum 1 hour per week for 12 weeks)
 - Adventurous Journey (2 overnight camps)

The course involves school-based activities and excursions, and a high degree of independence. It is an individualised program which allows students to develop in areas of their own personal choice. Students need to display a positive attitude towards community involvement and voluntary work to fulfil the aims of Advance.

NB: There will be a cost of approximately \$250 per student to participate in this subject. This covers community service and Awards Australia (Duke of Edinburgh) fees. Consistent attendance is a non-negotiable requirement of this subject. Additional fees may be charged depending on student's choice of camp.

It is HIGHLY RECOMMENDED that students who wish to complete the Duke of Edinburgh Award enrol in Advance for the whole year. Students who do not wish to complete the Duke of Edinburgh Award may complete one semester of the subject.



Japanese A

Immerse yourself in The Land of the Rising Sun and learn Japanese! Students will use both new and existing knowledge of the Japanese language to engage in more complex, interesting communication. Students will learn explicit language elements, cultural practices and beliefs, and metacognitive skills for cross-cultural communication. Students will use anime, music, art, games, sports, and history to learn how to speak, read, and even write Japanese. Students will have the opportunity for authentic communication driven by their own interests, and will gain the skills, knowledge, and dispositions required for communicating in another language.

NOTE: *This subject will run in Semester 1. Japanese B will run in Semester 2. Students who wish to complete Japanese B may do so in the same year, or may split it over two years. Students must complete Japanese A before progressing to Japanese B.*

Learning Outcomes:

- Discuss everyday topics like school, family life, routines, weather, travel, and food.
- Speak with authentic sentence patterns and rhythms.
- Read the most frequently occurring written Japanese items, such as those that would be found in restaurants, on public transport, in schools, and in shops.
- Understand the ways culture can shape identity and communication, and how Japanese cultural norms influence the Japanese language.

Common Assessment Tasks:

- Dialogues
- Special interest cultural research
- Real-world scenarios
- Reading and listening comprehension

VCE Subject Progression:

- LOTE Japanese Units 1-4

Japanese B

Continue your studies of the language and culture of Japan! Students will use both new and existing knowledge of the Japanese language to engage in more complex, interesting communication. Students will learn explicit language elements, cultural practices and beliefs, and metacognitive skills for cross-cultural communication. Students will use anime, music, art, games, sports, and history to learn how to speak, read, and even write Japanese. Students will have the opportunity for authentic communication driven by their own interests, and will gain the skills, knowledge, and dispositions required for communicating in another language.

NOTE: *This subject will run in Semester 2. Students must have completed Japanese A before progressing to Japanese B, unless a specific exemption is granted.*

Learning Outcomes:

- Discuss everyday topics with depth and nuance, while also discussing past and future events.
- Speak with authentic sentence patterns and rhythms.
- Read the more frequently occurring written Japanese items, such as those that would be found in restaurants, on public transport, in schools, and in shops.
- Understand the ways culture can shape identity and communication, and how Japanese cultural norms influence the Japanese language.

Common Assessment Tasks:

- Dialogues
- Special interest cultural research
- Real-world scenarios
- Reading and listening comprehension

VCE Subject Progression:

- LOTE Japanese Units 1-4

CSI – Forensic Science

(Available in 2026)

Subject Outline:

Step into the world of forensic science and study the most fascinating crimes and crime solving tools. Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to crime scene investigation in the field of criminal justice. Analysis tasks undertaken by the students may include: ink chromatography, fingerprint analysis, footprint analysis, blood analysis, hair and fibre analysis, chemically testing several samples of powder and body farm entomology. Students will acquire skills in modern forensic science, from biology, physics and chemistry to criminology.

Learning Outcomes:

Students will be able to;

1. Demonstrate capabilities in the collection, processing, analyses, and evaluation of evidence.
2. Demonstrate capabilities in the principles of crime scene investigation, including the recognition, collection, identification, preservation, and documentation of physical evidence.
3. Demonstrate an understanding of the scientific methods and the use of problem-solving within the field of forensic science.
4. Identify the role of the forensic scientist and physical evidence within the criminal justice system.
5. Demonstrate the ability to document and orally describe crime scenes, physical evidence, and scientific processes.
6. Identify and examine current and emerging concepts and practices within the forensic science field.

Key Knowledge and Skills:

In addition to scientific knowledge, students utilise a variety of skills to conduct thorough investigations, these include:

- identifying and collecting evidence
- analyzing the evidence in the laboratory
- using evidence to determine what happened at a crime scene and communicate this information

Pathway Outcomes:

VCE biology, chemistry, physics and psychology

Degree in forensic science, pre-law, criminal justice, law enforcement, mortuary science, a medical field, or general sciences.

Assessment Requirements and Tasks (Formative and Summative):

Outline of CATS

- Topic tests
- Research Assignments
- Investigation/research reports

Interdisciplinary Learning:

Critical and Creative thinking

MythBusters

(Available in 2025)

Subject Outline:

Step into the world of myth busting. MythBusters will require students to use not only their academic skills, but also their imagination and creativity. Students will acquire science inquiry skills, utilising biology, physics and chemistry. During this class students will learn to use skills and develop processes to solve problems and ultimately, learn to think like a scientist. It should be a fun and challenging class!

The Mythbusters Method starts here:

WONDER: What crazy questions can we ask?

RESEARCH: What is already known about those questions?

GUESS: What do you think the answers are?

TEST: Design experiments to answer the questions.

DISCOVER: Test and test again... and break some stuff too.

RESULTS: What did your experiments tell you?

SHARE: Shout it from the rooftops. Make a TV show about it!

Learning Outcomes:

Students will be able to;

- Demonstrate capabilities in the collection, processing, analyses, and evaluation of experimental results.
- Demonstrate capabilities in the principles of myth busting, including the recognition, collection, identification, preservation, and documentation of evidence.
- Demonstrate an understanding of the scientific method and the use of problem-solving within a myth scenario.
- Identify the role of scientist and evidence within the confirmation, plausibility or busting of a myth.
- Demonstrate the ability to document and orally describe myths, physical evidence, and scientific processes.
- Identify and examine current and emerging concepts and practices within the science field.

Key Knowledge and Skills:

In addition to scientific knowledge, students utilise a variety of skills to conduct thorough investigations, these include:

- identifying and collecting evidence linked to myths
- analyzing the evidence in the laboratory
- using evidence to determine the plausibility of a myth and communicate this information.

Pathway Outcomes:

VCE biology, chemistry, physics and psychology

Degree in science, biological science, chemistry, physics, medical science, data and analytics, earth and environmental science, health sciences and psychological sciences.

Assessment Requirements and Tasks (Formative and Summative):

Outline of CATS

- Topic tests
- Research Assignments
- Investigation/research reports

Interdisciplinary Learning:

Critical and Creative thinking

Enviro Explore

Subject Outline:

If you have a passion for wildlife and conservation and are keen to learn more about the outdoors, Enviro Explore will see you playing an active part in caring for the environment now and into the future. This elective lets students explore a wide variety of areas including but not limited to: applied ecology, ecological conservation, vegetation and wildlife management, reserve management, coastal marine science, sustainability, land care and land management.

Students will study the relationship between earth's major systems. They will examine the impact of human populations on the environment, including pollution and climate change, and will practice scientific skills including data collections, measurement and monitoring.

Students will then complete an inquiry project into an issue of their choice that affects our local environment, demonstrating their skills in science inquiry and the scientific method.

Learning Outcomes:

Students will be able to;

- Outline the key characteristics of each of earth's major systems and describe the interrelationships between them.
- Investigate and explain the impact of human populations on the environment.
- Select and utilize appropriate data collection and monitoring techniques and use data to form and test hypotheses.
- Use the scientific method to conduct and present a science inquiry.

Key Knowledge and Skills:

This study enables students to:

- Describe the relationships between Earth's major systems.
- Explain the impact of humans on Earth's major systems, with a focus on local environments.
- Utilise the scientific inquiry process to conduct an investigation into the impacts of humans on the local environment.

Pathway Outcomes:

- Environmental Science
- Climate scientist
- Weather scientist
- VCE Environmental Science / Geography / Outdoor Education / Biology

Assessment Requirements and Tasks (Formative and Summative):

Outline of CATS

- Topic Tests
- Lab reports on scientific exploration
- Scientific investigation / inquiry task; presented as a scientific poster

Interdisciplinary Learning:

- Humanities (geography)
- Health and Human Development (Unit 4 – Understanding impact of global factors, such as Climate Change, on the health of populations)
- Connections with local community groups – Bass Coast Landcare, West Gippsland Catchment Management Authority

Introduction to Psychology

Subject Outline:

Psychology is the scientific study of human thoughts, feelings and behaviour. The aim of this subject is to give students an overview of what psychology is, how we study the brain, possible career paths and a taste of the topics covered in Units 1-4. This subject aims to develop student skills in understanding key concepts and language as well as presenting the topics in an interactive, engaging and fun way.

Learning Outcomes:

- **Science inquiry skills:** Explores the history of Psychology as a science and introduces students to experimentation in psychology. Students will learn about scientific skills and the importance of conducting ethical research.
- **Research methods (digging deeper):** students will take an in-depth look into one area of Psychology through a guided self-designed practical component. Students can choose a topic of interest such as phobia's, visual or taste perception, personality or undertake an investigation proposed by the teacher such as, 'How can we use advertising and persuasion to change the mind of people on important global issues'.

Key Knowledge and Skills:

Six of the key knowledge and skill areas will be completed and the additional six are taught in the subsequent year. This study enables students to explore the following subtopics within Psychology:

- **Developmental Psychology:** Focus will be on psychological development during childhood and adolescence. Factors such as problem solving, moral understanding, emotions, personality, self-concept, and identity formation will be addressed.
- **Neuropsychology:** Focus on Adolescent brains. Will look at ways to look after and boost your brain by understanding the impact that lifestyle factors such as sleep, diet, exercise and technology have on the brain.
- **Behavioural Psychology:** Behaviourism emphasises the role of environmental factors in influencing behaviour, to the near exclusion of innate or inherited factors.
- **Cognitive Psychology:** Investigates internal mental processes, such as problem solving, memory, learning, and language.
- **Clinical Psychology:** Focus will be on the assessment, diagnosis and treatment of individuals suffering from psychological distress and Mental illness.
- **Forensic Psychology:** Explores the understanding of criminal behaviour and the roles of a forensic psychologist.
- **Sports Psychology:** Looks at ways to improve performance not only on the sporting field. Investigates strategies for reducing stress, the importance of team work, motivations for success and why we set goals.
- **Positive Psychology:** The cultural exploration of what makes people happy. Explores concepts such as optimism, growth mindset and mindfulness in ones pursuit of happiness.
- **Social Psychology:** This topic will explore human behaviour in groups, social cohesion and leadership styles. It seeks to explain how feelings, behaviour, and thoughts are influenced by the actual, imagined or implied presence of other people.
- **Health Psychology:** Observes how behaviour, biology, and social context influence illness and health.
- **Evolutionary Psychology:** Evolutionary Psychology looks at how human behaviour, for example language, has been affected by psychological adjustments during evolution.
- **Atypical Psychology:** Atypical Psychology is a division of psychology that studies people who are "abnormal" or "atypical" compared to the members of a given society.

Pathway Outcomes:

- Units 1-4 Psychology
- Units 1 -4 Health and Human Development

Assessment Requirements and Tasks (Formative and Summative):

- Logbook of practical activities
- Tests
- Structured questions
- Media Analysis

STEAM – Future Builders

Subject Outline:

Innovators and entrepreneurs WANTED!!!

In this elective, students explore the design thinking process and how to use technology to develop solutions and products. You will learn a range of STEAM skills like how to develop code, 3D print, create animations, learn using Virtual Reality, prototype with a laser cutter and develop games. You will learn about some of the ways that STEAM interacts with the natural world, particularly in relation to health and wearable technologies, and the use of technology in environmental conservation and land care.

You will work both independently and collaboratively to solve problem tasks, design solutions and develop products of your choosing for yourselves and a client.

Learning Outcomes:

Students will be able to;

- Think outside the box
- Feel safe to express innovative and creative ideas
- Feel comfortable doing hands-on learning
- Take ownership over their learning
- Work collaboratively with others
- Understand the ways that science, maths, the arts, and technology work together
- Become increasingly curious about the world around them and feel empowered to change it for the better
- Use technology confidently, creatively and critically

Key Knowledge and Skills:

- Problem solving - STEAM problems require you to quickly work to make sense of problems as they are presented and work productively to propose real and appropriate solutions.
- Critical Thinking - Effective STEAM learning requires you to analyse information, evaluate designs, reflect on your thinking, synthesize new ideas, and propose creative solutions. All these skills are vital to becoming an independent, critical thinker.
- Inquiry Skills - STEAM requires hands-on, active participation to effectively solve problems. Students are the drivers of solutions and should be asking the questions, proposing the ideas, generating and testing solutions, and making decisions based on data to understand how to refine ideas further.
- Collaboration & Creativity - STEAM requires the ability to look at and propose solutions to a problem through multiple approaches, including ones that are highly creative or “out-of-the-box.” In STEAM, mistakes and failed attempts are positive experiences, offering opportunities for deeper learning.
- Maths & Science skills - The mathematics and science skills you are learning in school are the foundation of STEAM and must be applied in pursuit of solutions. The math and science used to solve problems will connect to and extend your coursework, as well as highlight connections between ideas and subject areas.
- Engineering/design thinking - In solving STEAM problems, the use of engineering-design thinking is vital. In this kind of thinking, you must identify the problem at hand, research potential solutions, build prototypes, test, redesign, test again, and iterate further as needed. Each step in the process moves you closer to creating a functional solution.
- Digital Literacy - the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of life, learning and work in a digital society.

Pathway Outcomes:

VCE Science, VCE Technology, VCE ART, VCE Mathematics & VET Engineering Studies

Assessment Requirements and Tasks (Formative and Summative):

Outline of CATS

- Topic tests
- Investigation/research reports

- Projects
- Design Briefs
- Experimental Logs

Interdisciplinary Learning:

- Science
- Mathematics
- Art
- Digital Technology
- Critical and Creative thinking

Food in the Fast Lane A

Subject Outline:

Get ready to level up your knowledge, skills, and techniques with an electrifying subject that's tailor-made for you, teenagers! Welcome to the exhilarating world of "Food in the Fast Lane"!

Brace yourselves for the ultimate challenge, as you get the chance to plan, design, and bring your very own delicious and health-enhancing food creations to life! In this exhilarating course, you will delve into the fascinating world of processed foods and their influence on your wellbeing. But fear not, because you will learn to apply design thinking, creativity, innovation, and enterprise skills to develop, modify, and create outstanding design solutions that cater to your health and safety needs.

It is time to let your creativity run wild as you design your very own nutritious dish. Forget about store-bought; get ready to create a product that is uniquely yours, bursting with flavour, and packed with all the nutrients your body craves! Get ready to amaze yourself and others with your culinary prowess. Let us dive into this exciting challenge together and show the world what amazing teenage chefs can do!

Areas of Study

- Nutritional value of the foods we consume.
- Influences of what we eat including media and marketing
- Design Process, including Investigating, Generating, Producing, Evaluating and planning and managing. (menu planning, preparation and presentation)

Learning Tasks

- Practical classroom work including self-evaluations and reflections
- Designing a product that is healthier than the store bought

Common Assessment Tasks (CAT's) will be used throughout the year as a means of assessment which will appear on Semester reports. All results/rubrics will be posted on Compass under learning tasks.

Multicultural Australian Foods A

Subject Outline

Are you ready for an exhilarating journey into the vibrant world of Multicultural Food? Get set to uncover the tantalizing tastes and rich cultural tapestry that have transformed Australia into a melting pot of flavours! the ultimate food fiesta, specially designed for teenagers like you! Join us as we ignite your taste buds and spark your enthusiasm for diverse cuisines from around the globe. Prepare to be amazed, as we celebrate the colourful history and traditions that have influenced the vast array of mouthwatering delicacies available right here in our multicultural paradise.

Areas of Study

- Cultural, Social and Ethical factors and their influences on food habits and food trends
- Globalisation of food and its influence on our multicultural society
- Design Process, including Investigating, Generating, Producing, Evaluating and planning and managing. (menu planning, preparation and presentation)

Learning Tasks

- Practical classroom work including self-evaluations and reflections.
- Research a cuisine from around the world and produce a dish from chosen region.

Common Assessment Tasks (CAT's) will be used throughout the year as a means of assessment which will appear on Semester reports. All results/rubrics will be posted on Compass under learning tasks.

Food Studies B

Subject Outline

Get ready for an exhilarating and dynamic journey, a thrilling world of food science and healthy eating exploration! Prepare to embark on an exciting adventure where you will investigate and make judgments on the captivating principles of food safety, preservation, preparation, presentation, and sensory perceptions. You will discover how these principles have a significant impact on crafting food solutions that promote health and wellbeing.

Join us on an incredible journey of health and nutrition as we dive headfirst into the secrets of the Australian Guide to Healthy Eating and uncover the magic of dietary guidelines for maintaining a nourishing diet. But wait, there is more! Prepare to unlock the superpowers of nutrients and witness how they work wonders in your amazing bodies throughout your incredible lifespan. We will show you the fuel your body needs to perform at its absolute best during this thrilling phase of your life.

Get ready to embrace this fantastic opportunity to become food solution experts and unleash your passion for healthy eating! With critical thinking, creativity, and enthusiasm, you will evaluate your design ideas, processes, and solutions against comprehensive criteria for success, making this journey even more thrilling and rewarding! Let us make this semester one you will never forget!

Key Knowledge and Skills

Key Knowledge:

- Design process and design brief
- Food properties and how the cooking process change these properties
- Food sovereignty, food security and food citizenship
- Healthy eating and its influence on our physical and mental health.

Key Skills:

- Design process, including Investigating, generating, producing, evaluating and planning and managing. (menu planning, preparation and presentation)

Common Assessment Tasks

- Practical classroom work including self-evaluations and reflections
- Research task
- Responding to a design brief

VCE Subject Progression

- Food Studies Units 1 - 4
- Career Pathway Link
- Apprenticeships
- Hospitality
- Education

Special Occasion Cookery B

Subject Outline

Attention, all Year 10 Semester 2 students! Get ready for an electrifying journey into the world of culinary delights with our thrilling Special Occasion Cookery course! Brace yourselves to unleash your inner master chefs as we dive into the enticing realm of food and technology.

Prepare to be captivated as we explore the fascinating interplay between religious, social, and cultural influences on food choices for those extraordinary moments. Our immersive lessons will take you on a globetrotting adventure, discovering the tantalizing cuisines that celebrate special occasions around the world.

But that is not all! We are here to ignite your creativity as we delve into the art of meal planning and presentation. You will learn the secrets of crafting awe-inspiring dishes that not only taste heavenly but also look like edible works of art!

From secret family recipes passed down through generations to innovative culinary techniques, our food and technology area will have you on the edge of your seats, eager to experiment and create extraordinary gastronomic experiences.

Key Knowledge and Skills

Key Knowledge:

- Design process, including investigating, generating, producing, evaluating and planning and managing. (menu planning, preparation and presentation)
- Food presentation
- Factors influencing food choices
- Role of food in various traditions and celebrations around the world.

Key Skills:

- Planning, preparation, presentation and evaluation of food products

Common Assessment Tasks

- Practical classroom work including self-evaluations and reflections
- Research task
- Responding to a design brief

VCE Subject Progression

- Food Studies Units 1 - 4
- Career Pathway Link
- Apprenticeships
- Hospitality
- Education

Product Design Textiles

Subject Outline

Product Design Textiles provides Year 9 and 10 students the opportunity to develop their interest and skill in some of the textile art and garment construction areas.

Areas of Study

- Dye work
- Yarn work
- Hand stitching and embroidery
- Appliqué
- Bag making
- Garment Embellishment
- Pattern use
- Material choices
- Clothes for specific use e.g.: sleep, casual, sports wear
- Zip and buttonhole applications.

Learning Tasks

- Finished practical projects: design, construction and quality of stitching.
- Evaluation of completed projects.
- Portfolio of work following the Design Process
- Sustainability Project
- Garment Project
- Knitted Project

Design Technologies Metal Work A

Subject Outline

Metal Work A is aimed at Year 9 Students, this subject targets investigating, design, prototyping and construction of projects from various metals and materials using traditional and new technology processes (welding, joining, material experimentation) in a safe cooperative workshop environment. Projects undertaken will reflect the ability and background understanding of each student and the Double Diamond Approach. Students wishing to study Product Design & Technologies in VCE are advised to take Metal work B.

Prerequisite:

To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your GPA results. Students outside of these requirements will result in an individual review to enrol into the subject.

Learning Tasks

- Investigating practical and theoretical areas of manufacturing and industry knowledge
- Designing projects using pictorial and orthogonal drawing using CAD software
- Production of various projects made from traditional and new materials.
- Workbook to include design briefs, drawings of projects, costing list, sequence of operations, and an evaluation of the constructed products.

Areas of Study

- Traditional metal processes such as welding, brazing & soldering.
- CAD designing and prototyping with different materials.
- Double Diamond Approach
- Divergent and Convergent thinking approach

Design Technologies Metal Work B

Subject Outline

In Metalwork B Year 10 Students will be involved in the production of a planned project involving a local or a global issue. Metalwork has an emphasis on the Double Diamond Approach and includes the development of a detailed portfolio involving investigating, designing in CAD software, prototyping and experimentation of materials, development of a product and evaluation of construction. Students will also learn about sustainability, planned obsolescence, new technologies in the industry, alternative materials and the occupational health and safety requirements when working in the metal work environment to operate trade-based machines and equipment such as lathes, laser equipment, MIG welders and plasma cutters. This subject provides a valuable foundation for students considering pursuing a career in this field. Students are advised to study Product Design & Technologies in VCE after this subject.

Prerequisite:

To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your GPA results. Students outside of these requirements will result in an individual review to enrol into the subject.

Learning Outcomes

- Designing in CAD
- Experimentation of alternative materials
- Safe work practice
- Construction processes
- Divergent and Convergent thinking

- Evaluation and theory relating to materials and techniques

Key Knowledge and Skills

- Double Diamond Approach
- Safe use of hand tools, machinery and processes
- CAD Design
- Metal and material prototyping
- Accurate construction and finishing of practical projects.

Common Assessment Tasks

- Investigating practical and theoretical areas of manufacturing and industry knowledge
- Designing projects using CAD software
- Production of various projects made from metal or other material
- Portfolios modelling the Double Diamond Approach
- Evaluation of completed works

VCE Subject Progression

Product Design and Technologies Units 1 - 4

Career Pathway Link

- Apprenticeships
- Industrial Design, Exhibition Design, Interior Design and Product Design

Design Technologies Woodwork A

Subject Outline

Students create designed solutions due to the context based on an evaluation of needs or opportunities in a local or global context. The students at Year 9 begin to understand where the materials are sourced and therefore learn cost and effect on society and the environment. They develop a portfolio modelling the Double Diamond Approach and understand issues of sustainability considerations in design, judge the suitability of their ideas and designed solutions and processes and how to create ideations in CAD software. Students create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The students will establish safety procedures to minimise their risk in the workshop and learn to manage the project correctly. Students will learn to transfer theoretical knowledge to practical activities using traditional materials and equipment whilst experimenting with new technologies and alternative materials too. Students build confidence and independence through skill-building exercises to allow them to select, use tools and machinery correctly and safely to develop working solutions and projects.

Students wishing to study VCE Product Design and Technologies would be well advised to complete Woodwork B in Year 10.

Prerequisite:

To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your GPA results. Students outside of these requirements will result in an individual review to enrol into the subject.

Areas of Study

- Traditional Woodwork processes
- CAD designing and prototyping.
- Investigating sustainability and new technologies
- Double Diamond Approach

Learning Tasks

- Investigating practical and theoretical areas of sustainability, manufacturing and industry knowledge
- Designing projects using CAD software and prototyping alternative materials
- A portfolio constructed following the Double Diamond Approach for various projects
- Review of constructed product
- Manufacturing of timber and development tools in general use
- Developing appropriate and safe techniques when handling equipment and pieces of machinery

Design Technologies Woodwork B

Subject Outline

Year 10 students will investigate design solutions for local or global issues with a particular end user in mind for this subject. Students will explore this subject with sustainability in the forefront of their design solutions and use a variety of previously learnt skills and new technologies to learn to fabricate creative furniture products through using CAD design software.

This course investigates using alternatives materials to prototype design ideas use initiative to develop individual designed projects and portfolios based on the Double Diamond Approach.

Students will create a portfolio for each product they fabricate and demonstrate how to adapt their design ideas in CAD software, make considered decisions to produce quality products and communicate to a range of different audiences. In each portfolio students will be introduced to technical terminology and content of sustainability strategies, planned obsolescence, new technologies in the industry, alternative materials and ethical considerations in design to accessibility and inclusivity.

Students will learn to transfer theoretical knowledge to practical activities using traditional materials and equipment whilst experimenting with new technologies and alternative materials too. Students build confidence and independence through skill-building exercises to allow them to select, use tools and machinery correctly and safely to develop working solutions and projects.

This subject provides a valuable foundation for students considering pursuing a career in this field. Students are advised to study VCE Product Design & Technologies after this subject.

Prerequisite:

To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your GPA results. Students outside of these requirements will result in an individual review to enrol into the subject.

Learning Outcomes

- Designing in CAD
- Experimentation of alternative materials
- Safe work construction practices
- Divergent and Convergent thinking

Key Knowledge and Skills

- Using Double Diamond Approach to create a portfolio with a design problem and solution
- Safe use of hand tools, machinery and processes
- CAD Design
- Material prototyping
- Accurate construction and finishing of practical projects.

Common Assessment Tasks

- Investigating practical and theoretical areas of manufacturing and industry knowledge
- Designing projects using CAD software
- Production and evaluation of various projects made from wood or other material
- Portfolios modelling the Double Diamond Approach

VCE Subject Progression

Product Design and Technologies Units 1 - 4

Career Pathway Link

- Apprenticeships
- Industrial Design, Exhibition Design, Interior Design and Product Design

ICT – Applied Computing

Subject Outline

This unit introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. A key focus of this course is to develop practical ICT coding knowledge using robotics, investigative research skills linked to ICT and an understanding of where ICT, AI and Robotics may be moving towards in the future.

Areas of Study

- Cyber Safety
- Career and employment opportunities in Cyber Security and Game Design
- ICT in sport
- Block and text coding using Sphero's
- Game development and design
- The future of Artificial Intelligence
- The future of Robotics in Industry

Common Assessment Tasks:

- Knowledge and understanding test: Cyber Security
- Research and presentation: ICT in sports
- Ongoing practical assessment: Coding modules using Sphero's
- Research: Robotics and AI in industry and education

Core Subjects – Year 9

ACE

The ACE program at Korumburra Secondary College includes a range of elements all designed to provide holistic support for all students. The aims of ACE are to promote students' connection:

- To the school
- To their learning
- To each other

The ACE program includes:

- **ACE class and curriculum** – an opportunity for students to develop skills and knowledge relating to Respectful Relationships, Careers Curriculum, Metacognition and behaviours associated with our vision and values.
- **Mentoring** – providing each student with an advocate at school who takes a holistic view of their progress and offers the support necessary for all students to experience success
- **Student 360s** – occurring early in Terms 1, 2 and 3, this is an opportunity for students, their mentor and their parents to reflect on students' progress, and plan for success in the upcoming term.

The ACE curriculum includes careers education, respectful relationships, social and emotional learning and study skills

Art A

Aim:

The art activities are designed to continue and extend the student's experimentation and discovery of art materials, whilst developing their technical and aesthetic skills. Students gain an understanding and appreciation of a variety of artworks and artists from a range of cultures.

Areas of Study

Creating and Making:

- Focuses on ideas, skills and techniques involved in creating and making a variety of personal artworks.

Exploring and Responding:

- Focuses on developing an understanding of artworks and different cultures, personal and informed judgements.

Learning Tasks

- Folio of final artworks
- Research into artworks and artists
- Visual diary

English

Aim

The Year 9 English course at Korumburra Secondary College establishes the necessary grounding for students preparing for senior level study of the language and is organised around competency based or 'Like Ability' groups. A student's placement is based on their demonstrated level of skill, the results of assessment in key areas and teacher judgement.

The content aims to enable students to speak, listen, read, view and write with purpose, enjoyment and confidence. Students are provided with further opportunities to become effective communicators through their control of language and understanding how it varies according to purpose, audience and context. Students gain broad knowledge of a variety of texts, developing a critical appreciation of their various codes and conventions, relating them to their own experiences and society as a whole. Students are expected to become independent and active learners, willing to explore more challenging themes and ideas and work effectively with the whole class, both individually and in groups.

Areas of Study

The curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage

Students will study a range of topics and thematic units including:

- **Language and literacy-** continued emphasis on improving students' use and control of the mechanics of language including spelling, punctuation features and more complex sentences structures.
- **Creating and Presenting** – numerous text types - both visual and print, focused on a selected genre, resulting in various written and oral responses.
- **Writing Folio** - On-going activities throughout the year which encourage students to experiment with language and form by utilising a variety of text types for different purposes.
- **Text studies-** over the course of the year, students will study a range of different novels and films as a class or in small (literature) groups, endeavouring to develop their comprehension skills and ability to respond to different characters, themes and issues in both a creative and analytical manner.

Learning Tasks

Students will be assessed in a number of ways, including a variety of those listed below:

- **Responses to texts:** A personal and an analytical response to two selected texts for study.
- **Crafting texts:** Students develop creative responses to a mentor text or texts.
- **Writing:** Students submit at least two finished pieces of writing in different forms and styles.
- **Speaking and Listening:** Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
- **Language and Grammar:** Students complete a systematic study of language and grammar and participate in numerous activities assessing their cumulative knowledge.

HOURS PER WEEK 4

Health Education

Aim

Students will expand on their knowledge of how they are changing and developing into young adults, and the associated responsibility that comes from making informed choices at this important time in their life. Emphasis is placed on giving students the tools to develop strategies to minimise harm and to protect their own and others' health with the overall aim to provide young people with the skills to lead a healthy and fulfilling life.

Areas of Study

- Social and cultural factors that influence personal identity including family, peers, media, community roles, and the law
- Strategies for being assertive in protecting their own and others' health
- How the different roles, rights and responsibilities of relationships can affect their health and well-being
- Strategies for supporting themselves and others when experiencing difficulties or health issues
- The concept of risk, challenge and safety and how informed choices can balance these through harm minimization strategies

Learning Tasks

- Values Analysis
- Respectful Relationships
- Mental Health
- Health Concerns for Young People

HOURS PER WEEK: 1.5

Humanities

Humanities is a core subject for Year 9 students. It is a combination of Geography, History and Civics & Citizenship. Students analyse significant events, the actions of individuals and groups and their beliefs and values, in order to identify and evaluate patterns of change and continuity over time. In particular, Year 9 History focuses on the making of the modern world through the Agricultural & Industrial Revolution and early Modern Australia. When studying Geography, students explore global connections and interactions. They develop an understanding of global weather and climate patterns and how this affects the types of biomes and ecosystems likely to be found there and how these ecosystems can be used to secure enough food for the world.

Areas of Study

Students will study five topics. They are:

- **The Industrial Revolution** – Understanding key inventions & the lives of workers.
- **Early Australia** – Imperialism, The First Fleet, The Frontier Wars, Gold Rush and the road to Federation in 1901.
- **Federation to WW1** – Australia's involvement in WW1
- **Geography**- Climate, Biomes and Food Security.
- **Civics and Economics**- Political parties and their values, the preferential voting system, engagement & participation in our democratic processes.

Learning Tasks

- **Research Projects:** including the inclusion of evidence-based research skills, comparing and analysing sources and developing accurate bibliographies.
- **Geography skills-based activities:** evaluation of geographical data, maps and information using digital and spatial technologies.
- **Workbook activities / note-taking:** neatly presented class notes and responses to tasks as well as structured note-taking skills assessment.
- **Common Assessment Tasks: (CATs)** will be used throughout the year as a means of assessment which will appear on Semester reports.

HOURS PER WEEK: 2

Mathematics – Year 9

Aim

Students will further develop their understanding of mathematics and associated applications with respect to the real world. They will be introduced to new topics that extend their thinking and problem-solving skills within Like Ability classes to support their individual learning needs.

Topics include:

Statistics	Financial Maths	Real Numbers
Pythagoras	Algebra	Geometry
Measurement	Linear Equations and Graphs	Algorithms
Trigonometry	Probability	

Work Requirements

- To maintain an up-to-date reference book containing all set class notes and examples (for use in revision and tests).
- To complete regular set Mathspace and Mangahigh tasks.
- To undertake any extension, work when directed.
- Common Assessment Tasks (CATs) per topic for students to show their understanding and knowledge of the topics covered.

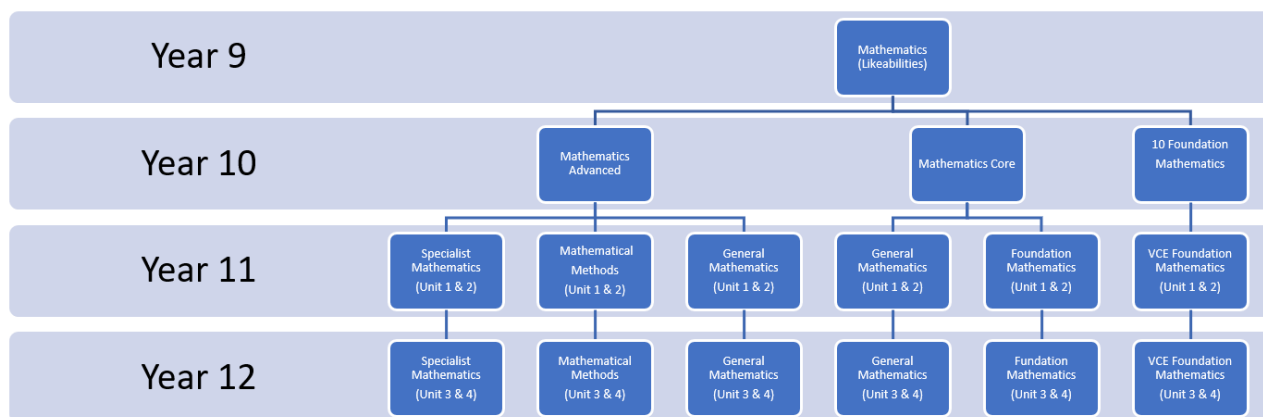
Learning Tasks

- Common Assessments Tasks.
- Problem solving work, homework tasks, skills assignments.

Victorian Curriculum Capabilities Assessed

- Critical and Creative Thinking - Meta-cognition - Questions and Possibilities.

Future Pathways in Mathematics



**VM students can select any Mathematics pathway at year 10-12.

Physical Education

Aim

Physical Education aims to enable students to:

- Enjoy physical activity
- Be introduced to a wide variety of sports and activities
- Develop their knowledge and practice of safety in sport and recreational activities
- Improve their physical fitness and social efficiency
- Develop their initiative, self-confidence, cooperation, responsibility, leadership and sportsmanship

Areas of Study

PE explores a variety of physical activities through instruction and practice which involves

- Learning new skills
- Developing existing skills
- Discussions about physical activities
- Exploring the links between physical activity and health and the barriers that need to be overcome to ensure a healthy lifestyle is achieved
- Learning the rules of the games being played, being prepared to take on roles such as coach, umpire, team manager, organiser and scoring

Learning Tasks

- Athletics
- Australian Sports and Anatomy
- International Sports
- Fitness

HOURS PER WEEK: 1.5

Sport

Aim

To maximise opportunities for all students to engage in different sports of their choice.

Each term students select one sport from the list in which they wish to participate in. They engage in a variety of practical activities aimed at refining skills and strategies in the context of game play, on and off the court.

Engagement in these sessions supports team selection for students to represent the college in interschool sporting competitions.

Selections for each term include;

Term 1 – Cricket, Baseball/Softball, Tennis and Volleyball

Term 2 – Football, Soccer, Badminton and Netball

Term 3 – Golf, Basketball, Hockey and Table Tennis

Term 4 – Summer sports (non-competition)

HOURS PER WEEK: 1

Science

Science aims to teach students how to investigate aspects of science which occur in everyday situations in order to help students to better understand their environment and themselves.

Topics

- Co-ordination of Living Systems
- Ecosystems
- Atomic Structure & Radioactivity
- Chemical Reactions & Acids and Bases
- Electricity and Electrical Circuits

Learning Tasks

- Tests - one per topic (where appropriate)
- Selected exercises from Workbook
- Common Assignments

HOURS PER WEEK: 2



Core Subjects – Year 10

ACE

The ACE program at Korumburra Secondary College includes a range of elements all designed to provide holistic support for all students. The aims of ACE are to promote students' connection:

- To the school
- To their learning
- To each other

The ACE program includes:

- **ACE class and curriculum** – an opportunity for students to develop skills and knowledge relating to Respectful Relationships, Careers Curriculum, Metacognition and behaviours associated with our vision and values.
- **Mentoring** – providing each student with an advocate at school who takes a holistic view of their progress and offers the support necessary for all students to experience success.
- **Student 360s** – occurring early in Terms 1, 2 and 3, this is an opportunity for students, their mentor and their parents to reflect on students' progress, and plan for success in the upcoming term.

The ACE curriculum includes careers education, respectful relationships, social and emotional learning and study skills.

Health and Physical Education

Students will participate in Health and Physical Education for the whole year. This involves practical and theoretical components that allow students to build on their current knowledge and understanding. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. Participation in a range of activities to promote health and wellbeing will provide opportunities for students to make healthy lifestyle choices. Students analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify and describe strategies that address current trends of the nutritional status of Australians.

Learning Outcomes

- To develop an understanding of Australia's National Health Priorities and its relationship with health choices including diet and exercise.
- Analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing.
- 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.
- The importance of cooperation, leadership and fair play across a range of health and movement contexts.
- Working collaboratively to design and apply solutions to movement challenges.

Common Assessment Tasks:

- Written Tests
- Written Media Assessments
- Training program development and participation
- Involvement and skill in practical tasks
- Peer Teaching/Coaching plan and delivery

VCE Subject Progression:

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

English

Year 10 English is organised around competency based or 'Like Ability' groups. A student's placement is based on their demonstrated level of skill, the results of testing in key areas and teacher judgement in consultation with parents as required.

Throughout the year, students will improve and refine their skills developed from the Middle School across the dimensions of literacy, language and literature as well as exploring the function and purpose of the language in a range of situations. Supported by the study of numerous texts - both electronic and print - students develop the confidence to communicate opinions and ideas and analyse and respond to a variety of fiction and non-fiction texts, including aspects of the mass media. The texts or tasks chosen for assessment may vary from class to class depending on the levels of competency in each group however the key skills will remain the same. In class and group discussions and formal oral presentations, students will be able to explore increasingly complex and challenging ideas and issues.

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

Learning Outcomes

- Reading and viewing
- Writing
- Speaking and Listening

Key Knowledge and Skills

Key Knowledge:

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

Key Skills:

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

Common Assessment Tasks

- Responses to texts – A personal and an analytical response to two selected texts for study.
- Crafting Texts – Students develop creative responses to a mentor text or texts.
- Speaking and Listening - the delivery of a formal presentation to the class.
- Issues Analysis - the investigation and analysis of a social issue, analysing the presentation of language features in the mass media.
- Examination - Timed and graded response to both selected text for study and/or media text. Examinations will occur at both mid-year and at the end of the year.

VCE Subject Progression

- English: Units 1-4
- English Language (subject to student numbers): Units 1-4

Career Pathway Link

- Key pre-requisite for most undergraduate courses

Humanities

Students will study and develop skills in two of the areas of History, Geography, Law & Commerce, and Society & Culture. In preparation for VCE, students will **select 2 options** from the following list:

History

Students investigate the Roaring 20s, the Great Depression, and World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict, and the nature of Australia's involvement. An in-depth study on the Holocaust forms part of this humanities elective. Students will explore the causes and consequences of the Vietnam War as a regional conflict. Students investigate Australia's role and the nature of warfare experienced.

Learning Outcomes

- The consequences of World War II and how these shaped the modern world and Australia.
- The historical events that lead to WWII.
- Conditions in Germany which lead to the rise of the Nazi party and the Holocaust.
- Understanding of what life was like during WWII in three contexts – in Australia, as a prisoner of war, and in Europe.
- Exploration of the nature and role of women and Indigenous service in both wars.
- Explore the causes leading to the Vietnam war, including concepts of Communism.
- Role of Australia in Vietnam and focus on the Battle of Long Tan.

Key Knowledge and Skills

Key Knowledge:

- Chronology, terms and concepts
- Historical questions and research
- Awareness of how needs and wants are met, our roles as producers, workers and consumers and recognition of the impact of market forces
- Basic understanding of money management and the role of banking, budgeting and saving.

Key Skills:

- Historical questions and research
- Develop an understanding of basic budgeting and economic principles

Victorian Curriculum Links:

History, Civics and Citizenship

VCE Subject Progression

History, Sociology

Geography

Students investigate 2 topics – Environmental change and management, with a focus on coastal landscapes, and Human Wellbeing, the study of the causes and solutions to differences in the quality of life between people in different places.

Learning Outcomes:

- Exploring the coastal landscapes and how they are formed by natural processes and human changes to these landscapes for our use. The impacts of human use and strategies for managing these are investigated. Students explore how the human impacts on our coasts can be managed.
- The causes of global warming are investigated and the long-term challenges of climate change on our coastlines are explored, and how they affect our use and management of coastal landscapes.
- The study of human wellbeing is investigated, how the quality of people's lives are measured and how it varies around the world and in Australia. This includes understanding concepts of

poverty, equality and population dynamics, Students will learn how we measure human wellbeing and identify how lives can be improved.

Key Knowledge and Skills

Key Knowledge:

- Understanding natural coastal processes and changes by human activities, our impacts on the coast and the management strategies used to develop sustainable use of our coastlines.
- Human wellbeing and its measurement indicators. Understanding changes in populations over time, how data is collected and interpreted to compare places and how lives in places can be improved in wealth, health, education and safety.

Key Skills:

- Apply fieldwork skill by visiting our local coastlines and identifying natural changes, human impacts and management strategies to erosion, pollution, climate change and other threats to our coastline.
- Using data to map and graph wellbeing at local and global scales to compare human wellbeing across regions and nations.
- To explore the causes of differences in levels of human wellbeing, poverty and investigate the impacts of education gender equality, disease, natural disaster and other factors affecting human wellbeing.

Victorian Curriculum Links:

Geography, Civics & Citizenship

VCE Subject Progression

Geography

Society and Culture

Students analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs, and behaviours, and how they are manifested in various contexts.

Learning Outcomes

- Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues.
- Students will investigate what makes societies harmonious, what creates inclusion and exclusion, stereotypes, values, and norms, and will investigate the foundations of the theories of social and cultural studies through an Australian context.
- Discuss challenges to and ways of sustaining a resilient democracy and cohesive society.

Key Knowledge and Skills

Key Knowledge:

- Students will understand the meaning of culture and how stereotypes affect our perception of ourselves.
- Students will relate this to the experience of being Australian both as Indigenous, or from a background other than the majority.
- Students will examine and understand how past and present actions continue to perpetuate inequality and stereotyping in Australia, and what we can do to overcome this.
- Students will understand a range of terms and concepts related to VCE Sociology studies.
- Students will undertake activities that demonstrate cause and effect and analyse historical inquiry from different perspectives.

Key Skills:

- Identify and evaluate Primary and Secondary Sources
- Use key concepts and terminology
- Develop skills in conducting sociological inquiry and how to discuss and report inquiry results
- Explore reporting methods: written, podcast, video, verbal
- Apply the APA referencing standards to research tasks

Common Assessment Tasks

- Research and Investigation Assignments
- Class discussions
- In-class presentations

Victorian Curriculum Links

History; Civics and Citizenship; Intercultural, Ethical, Personal and Social Capabilities.

VCE Subject Progression

Sociology, History

Commerce and Law

Commerce and Law: Students look at the Australian government, its economy and legal system. The impact of each of these areas and their ability to influence global arenas is explored. Key areas of focus include sustainable practices, creating a business from scratch and the ability of individuals and business to influence change.

Learning Outcomes

Economics – Resource Allocation, Supply and Demand

Business – Competitive Markets and Entrepreneurialism

Law – Australia’s Roles and Responsibilities

Key Knowledge

- Students are able to discuss measures of economic performance, resources, their allocation and distribution throughout Australia.
- Students are able to discuss how a business can create competitive advantage, enterprising behaviours and the changing environment for individuals, businesses and the economy.
- Students are able to make predictions based on economic and business trends, through considered analysis of complex problems and multi layered perspectives.
- Students develop key understanding of the electoral system.
- Students can identify key systems of government, and Australia’s key government policy obligations.
- Students can identify the role of Australia and its international sphere of influence.
- Students explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system.
- Students are able to define their own impact on the Australian legal system.

Key Skills:

- Investigate Australia as a trading nation and its place within Asia and the global economy.
- Identify and explain the indicators of economic performance and examine how Australia’s economy is performing.
- Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations
- Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market.

- Examine the roles and responsibilities of participants in the changing Australian or global workplace.
- Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments.
- Discuss the role of political parties and independent representatives in Australia's system of government.
- Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations.
- Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution.
- Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal.

Common Assessment Tasks:

- Research Assignment
- Case Study
- Topic and vocabulary tests
- Film analysis

Victorian Curriculum Links:

Civics and Citizenship, Economics

VCE Subject Progression

Legal Studies, Business Management, Economics

Mathematics - Advanced

Successful completion of this year long subject is recommended for entry into VCE Mathematical Methods (and Specialist Mathematics). Core topics will have the content extended, including an introduction to differentiation and calculus, in preparation for Mathematical Methods.

Topics include:

Measurement	Geometry
Algebra	Probability
Surds	Differential Calculus
Linear Equations	Differentiation
Quadratics and Polynomials	Statistics
Non-Linear Relationships	Financial Maths
Trigonometry	

Learning Outcomes

- Define and explain key concepts and apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications
- Use technology to analyse situations requiring problem-solving, modelling or investigative techniques

Key Knowledge and Skills

- Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- Solve simple exponential equations
- Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation
- Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts
- Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids
- Establish the sine, cosine and area rules for any triangle and solve related problems
- Use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies
- Prove and apply angle and chord properties of circles

Work Requirements

- To maintain a Reference Book containing all set class notes and examples
- To complete regular set Mathspace tasks and worksheets
- To undertake any extension work when directed

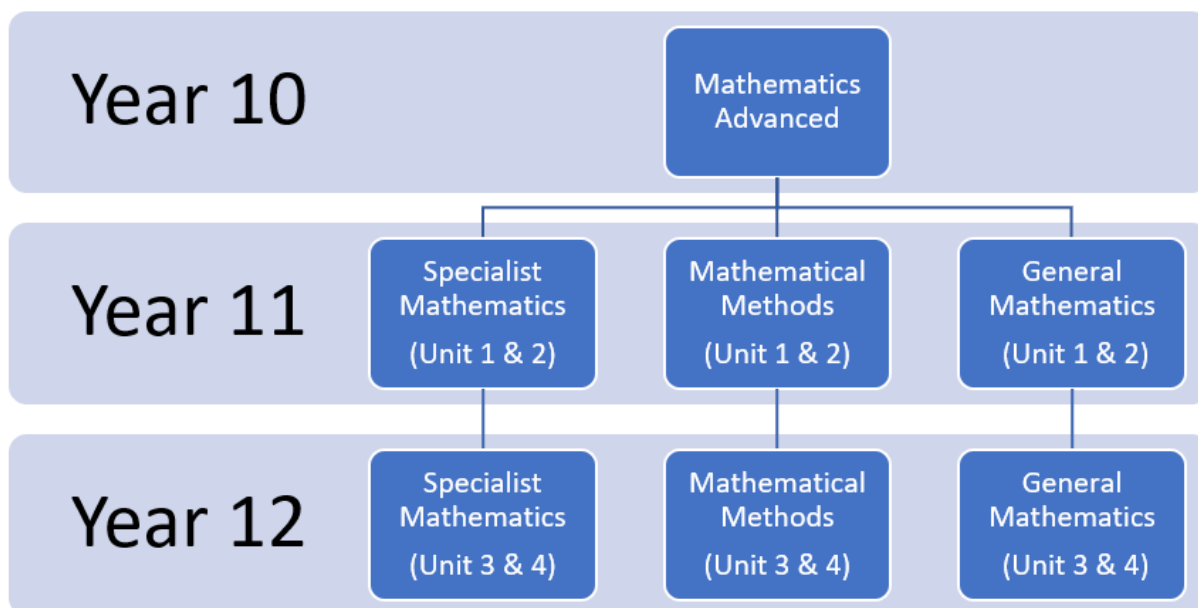
Common Assessment Tasks

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

Victorian Curriculum Capabilities Assessed

- Critical and Creative Thinking, Meta-cognition & Questions and Possibilities

VCE Subject Progression



*General Mathematics (Unit 1 & 2) can be undertaken as a unit 1 and 2 early entry VCE subject.

Career Pathway Link

- Engineering, Finance, Medical Sciences and Physical Sciences

Mathematics - Core

Students will continue developing their understanding of mathematics and associated applications with respect to the real world. They will be introduced to new topics that extend their thinking and problem-solving skills within their selected mathematical pathway. Successful completion of this year long subject is recommended for entry into VCE General Mathematics.

Topics include:

Statistics

Algebra

Surface Area & Volume

Financial Mathematics

Linear Relationships

Probability

Pythagoras & Trigonometry

Matrices & networks.

Learning Outcomes

- Define and explain key concepts and apply a range of related mathematical routines and procedures
- 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

- Applying the four operations to algebraic functions, finding unknowns in formulas after substitution.
- Connecting simple and compound interest and determining probabilities of multiple experiments.
- 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 graphical techniques to find solutions to simultaneous equations.
- Investigating independence of events and their probabilities.
- Using Data Analysis to create and interpret a variety of graphs and tables.

Work Requirements

- To maintain a reference book containing all set class notes and examples.
- To complete regular set Mathspace tasks and worksheets.
- To undertake any extension work when directed.

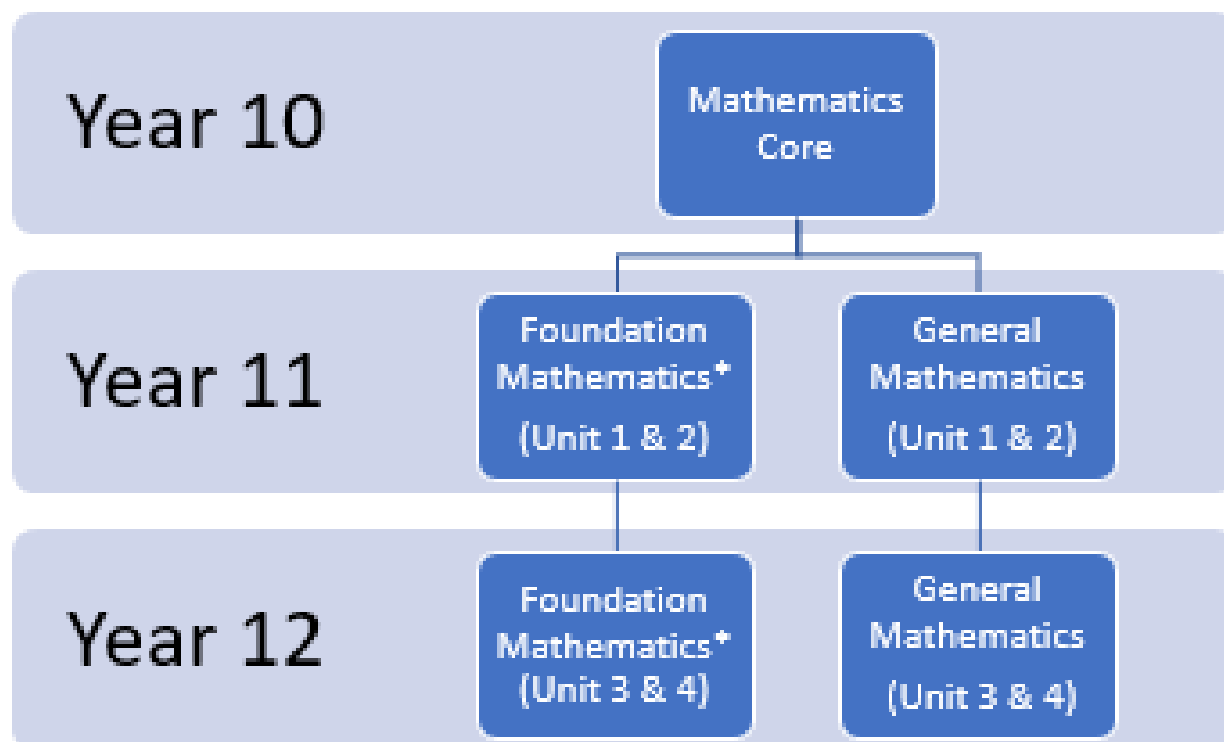
Common Assessment Tasks

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

Victorian Curriculum Capabilities Assessed

- Critical and Creative Thinking - Meta-cognition - Questions and Possibilities

VCE Subject Progression



***Foundation Mathematics Unit 1 & 2 can be completed as a VCE or Vocational Major (VM) subject but is only recommended as an option for students who have chosen to undertake (VM) Pathway.**

Career Pathway Link

- Teaching, Bank Office, Accountants and Surveying Technician

10 Foundation Mathematics

10 Foundation Mathematics provides students with the mathematical knowledge, skills, and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings. Successful completion of this year long subject is recommended for entry into VCE Foundation Mathematics.

Topics include:

Statistics

Algebra

Surface Area & Volume

Financial Mathematics

Linear Relationships

Probability

Pythagoras

Learning Outcomes

- Define and explain key concepts and apply a range of related mathematical routines and procedures
- 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

- Finding unknowns in formulas after substitution.
- Connecting simple and compound interest and determining probabilities of multiple experiments.
- 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 graphical techniques to find solutions to simultaneous equations.
- Investigating probabilities.
- Using Data Analysis to create and interpret a variety of graphs and tables.

Work Requirements

- To maintain a reference book containing all set class notes and examples.
- To complete regular set Mathspace tasks and worksheets.
- To undertake any extension work when directed.

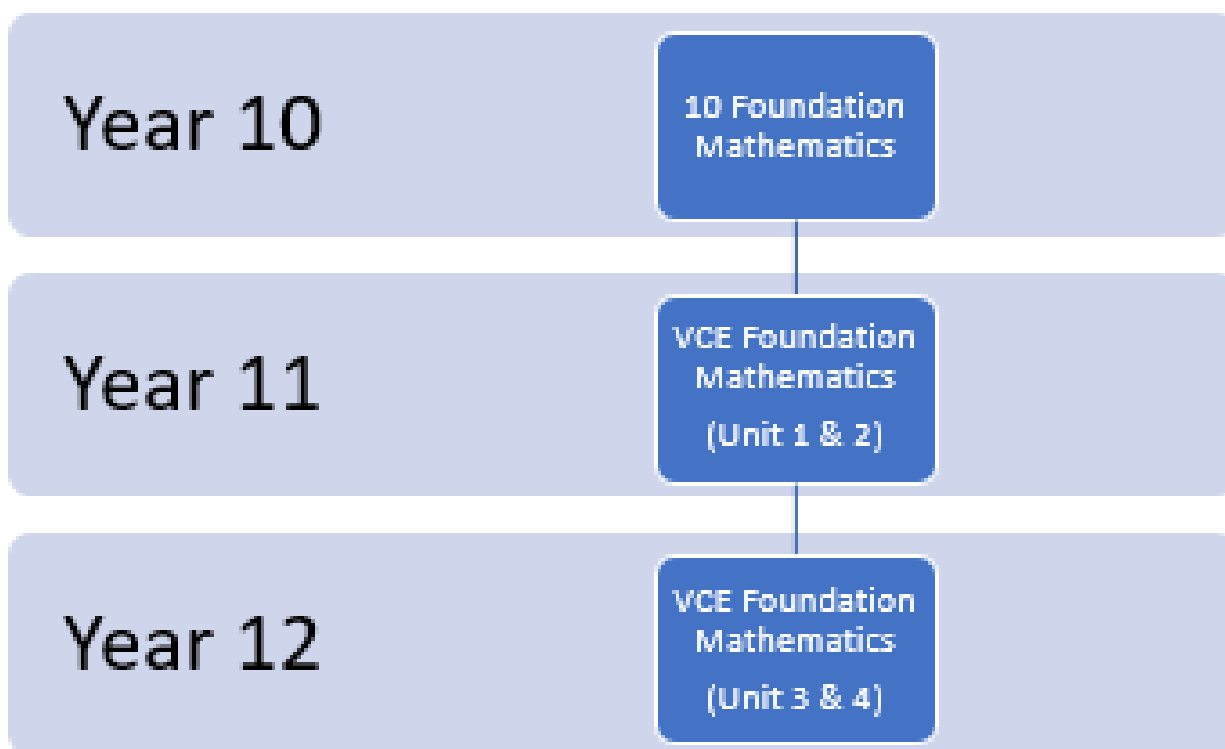
Common Assessment Tasks

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

Victorian Curriculum Capabilities Assessed

- Critical and Creative Thinking - Meta-cognition - Questions and Possibilities

Subject Progression



***Foundation Mathematics Unit 3 & 4 can be completed as a VCE or Vocational Major (VM) subject but is only recommended as an option for students who have chosen to undertake (VM) Pathway.**

Career Pathway Link

- Bank Officer, Cashier, Newsagent, Laboratory worker, Shop Assistant

Science

Students in Year 10 may choose one of the two science subjects on offer depending on their interests and preferred learning style. Each of these subjects is a year long course.

Science aims to teach students how to investigate aspects of science which occur in everyday situations in order to help students to better understand their environment and themselves.

Option 1: General Science

The General Science course is intended for students who are interested in learning about biological, physical, chemical, earth and space sciences and to enhance their scientific understanding of the world around them. It covers Level 10 Science VIC curriculum outcomes. Students will investigate genetics, inheritance, forces and motion, chemical bonding, rate of chemical reactions and the origin of the universe. This learning will be delivered through theory and practical learning tasks and follows the traditional format of science in earlier years.

Topics

- Forces in Motion
- Genetics
- Inheritance
- Chemical Bonding
- Chemical Reactions

Learning Tasks

- Tests - one per topic (where appropriate)
- Selected exercises from Workbook
- Common Assignments
- Examination

HOURS PER WEEK: 3

Option 2: Applied Science

The Applied Science course is intended for students who have an aptitude and interest in industrial applications of science. It covers Level 10 Science VIC curriculum outcomes, with links to agriculture, industry and business, food, manufacturing, hair and beauty and automotive & motorsports. Students will undertake field investigations to local businesses and industry facilities.

Topics

- Forces and Motion: automotive & motorsports
- Genetics: Agricultural links for selective breeding
- Inheritance: artificial insemination techniques
- Chemistry basics and rate of reactions: chemical processes used in Industries such as hair and beauty and the food industry
- Chemical Reactions

Learning Tasks

- Investigations - one per topic (where appropriate)
- Common Assignments
- Examination

HOURS PER WEEK: 3



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