



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

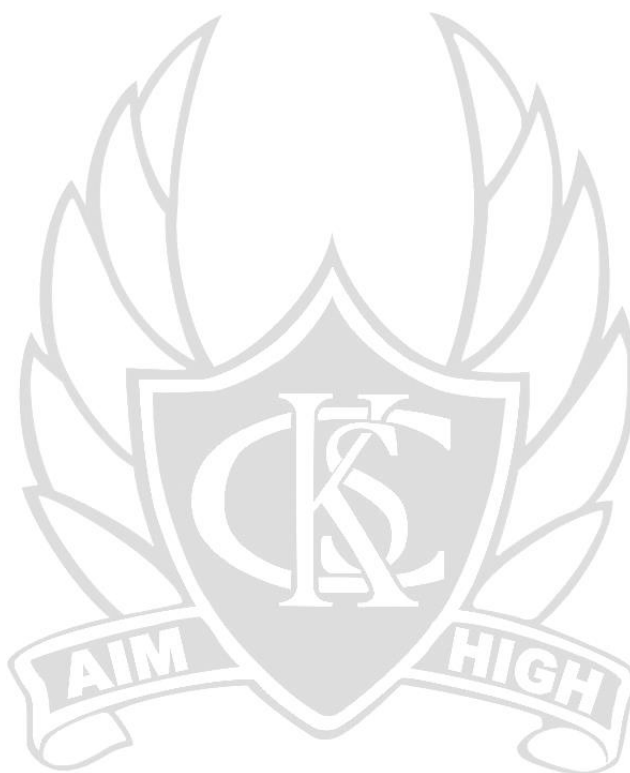


2026

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Korumburra Secondary College Senior School

Structure

Senior students can choose either a VCE or a VCE VM pathway. The VCE VM (Vocational Major) has been introduced by the Victorian Curriculum and Assessment Authority (VCAA), to replace the VCAL program at the Intermediate and Senior levels. These changes are a result of the Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling (The Firth Review).

Students now have greater access to relevant vocational education and applied learning opportunities. This way, all students will receive the SAME CERTIFICATE; VCE or VCE VM. Students choose subjects in VCE VM based on interest / pre-requisites during their course counselling sessions (see below) and subjects are offered on the basis of feasibility from year to year.

Some subjects at the VCE level may only be offered every second year due to small numbers. (e.g., Legal Studies, Sociology), but pre-requisites for further study will always be discussed.

KSC classes at Year 10, 11 and 12 will be blocked together allowing students in Year 10 to apply to study an 'Early Access VCE subject'. Applications for this opportunity will be discussed with Year 9 students during the course selection process.

Students may also apply to study a VET DSS course as part of their Year 10 studies, however very strict criteria apply to this pathway, and it is generally discouraged due to frequent poor academic outcomes (please see page 9).

Students who have accessed a VCE Unit 1 & 2 subject in Year 10 may continue in the Unit 3 & 4 subject in Year 11 as units contributing to their VCE or VCE VM.

Students studying ANY Unit 3-4 sequence, including VM students, will be required to sit the General Achievement Test (GAT) set by the VCAA each year.

Course Selection Procedures

Students are expected to complete a full load of VCE subjects in Year 11 and Year 12. This is 6 subjects in year 11, and 5 subjects in Year 12.

If students require a decrease load, they will be required to provide a written letter from their doctor or specialist stating this is in the students' best interest.

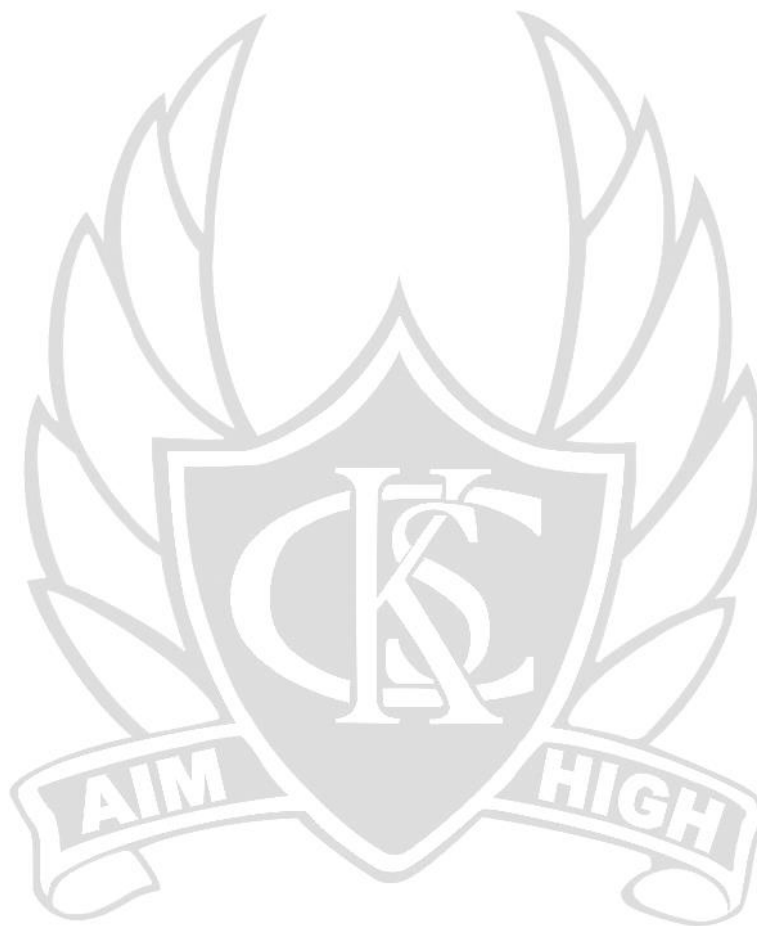
Students who complete an early access VCE subject in Year 11, are still expected to take a full load of 5 subjects in Year 12, unless there are medical grounds for a reduced load.

Any subject changes requested in Year 12 are to occur at the conclusion of Head Start the year prior.

Key points to remember when considering your pathways beyond KSC:

- The first step in gathering information about subject selection is to talk to the relevant subject teachers.
- Subject teachers will be available to discuss the requirements of each subject at the VCE Information Night.
- We encourage students to:
 - Seek advice concerning pre-requisites and courses from the Careers Advisor.
 - Read information on tertiary courses or TAFE courses found in the Careers Section in the Senior Study area.

- Attend open days, Job Skills Expos and other pathways focused sessions.
- Access the Job Guide or VTAC website for relevant subjects, pre-requisites and courses.
- Explore the 'My Future' website.
- Keep up to date with the Careers Page for each year level on TEAMS.
- Attend your weekly ACE classes in Senior School where explicit careers focused and future pathways information is provided.
- Seek advice from the Senior School Co-ordinators



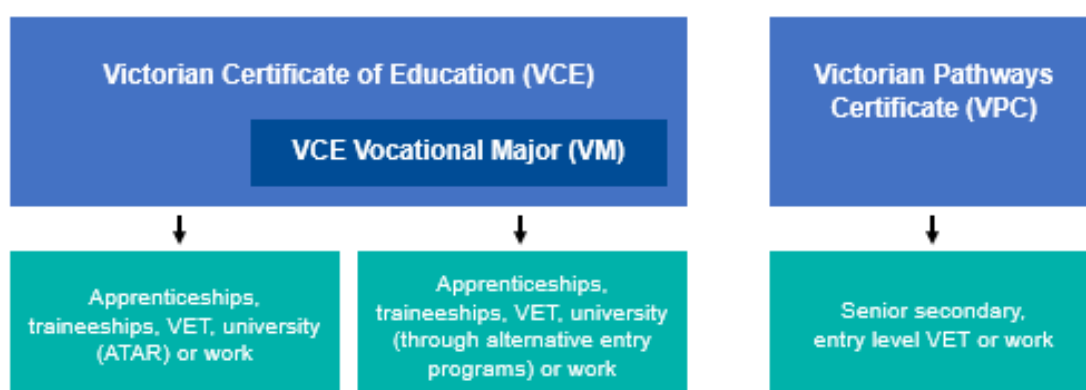
Course Counselling Interviews

- The provisional enrolment and choice of Senior School Programs for each student enrolling in Year 10, 11 and 12 at Korumburra Secondary College must be approved at a course selection interview.
- These interviews will be held at Korumburra Secondary College (or online via TEAMS if necessary) for students and their parent/guardians.
- In this interview we wish to actively assist students with career planning and support through vocational guidance and career education while focusing on the needs of each individual.
- Final subjects offered each year, will be determined by student demand as well as whole school timetable constraints. However, whenever possible we aim to offer a breadth of subject choices to suit different pathways.

The VCE VM (Vocational Major)

- The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.
- The VCE Vocational Major has been introduced to replace the VCAL program at the Intermediate and Senior levels.
- The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work, and life.
- It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.
- The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:
 - ✓ equipping them with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals.
 - ✓ empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Certificate Options



KEY DIFFERENCES BETWEEN THE VCE AND VCE VM

VCE:	VCE Vocational Major – a program within the VCE:
Two-year senior secondary certificate	Two-year senior secondary certificate
20 to 24 units – one unit is one semester	16 to 20 units
More than 90 subjects (called studies) to choose from and can include Vocational Education and Training subjects (VET)	Four compulsory subjects VCE VM: ✓ Literacy, ✓ Numeracy or any VCE Maths, ✓ Personal Development Skills, ✓ Work Related Skills
A study has Units 1 and 2 (Year 11) and Units 3 and 4 (Year 12)	A study has Units 1 and 2 (Year 11) and Units 3 and 4 (Year 12)
May study a VET (can contribute to ATAR)	Compulsory VET subject
An English study is compulsory	Can gain credit from time in workplace (SWLR). Work Placement is no longer compulsory but is strongly encouraged.
School assessments and final VCAA exams lead to study scores	Assessment based on learning activities
Study scores lead to an ATAR	No study scores and no ATAR

VCE Assessment

- For each unit (or subject) undertaken in VCE there are a number of outcomes.
- These outcomes have been set by the Victorian Curriculum and Assessment Authority (VCAA) and students must satisfactorily complete all the outcomes to gain a Satisfactory - S - for that unit. All Units 1 and 2 assessment tasks will be set by Korumburra Secondary College and used to determine a level of performance.
- Students completing Units 1 & 2 VCE will be required to undertake an end of semester exam. This will be reported on via Compass at the end of each semester.
- In Units 3 & 4, students will be required to undertake School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs) which are used to assess students' level of performance.
- SAC and SAT results are reported in Compass & on Semester Reports as raw scores.
- Final SAC / SAT results are 'conditional' in nature. It is important to note that final results could and may change during state based statistical assessment moderation administered by VCAA at the end of the academic year.
- SACs are undertaken in class, and students will be notified of the dates and conditions of these at the start of each academic year.
- Unit 3 & 4 VCE studies have end of year exams [Graded Assessments], conducted by VCAA approved personnel and administered via the home school.
- All Unit 1 – 4 subjects require S/N Tasks separate from SACs which are compulsory pieces of work. These must be completed to attain a satisfactory outcome for each subject.
- A Satisfactory result is deemed to be a result over 40% on scored S/N Task assessments. Students who achieve below 40% will be required to redeem their result by sitting an alternative task until they gain an S. The original percentage result will remain but the outcome will change to S for both Unit 1/2 and 3/4 results.
- Any score below 40% on a SAC will result in an Ungraded (UG) performance.

Students who need to catch up on missed or unsatisfactory SACs will be expected to do so at Homework Club on Tuesday night after school from 3:30-4:30PM. This will be communicated to students and parents via Compass and email.

Unscored VCE

Students may complete a VCE certificate without undertaking their exams, resulting in an un-scored VCE.

This pathway can be requested by a student at any stage during their VCE, however final decisions will not be made until Term 3 unless there are extenuating circumstances.

Students who may wish to undertake an unscored VCE need to organise an appointment with the careers counsellor, and subsequent parent meeting with the careers counsellor, senior school coordinator and/or year level coordinator.

Permission to complete an unscored VCE pathway is on an individual basis.

VCE VM Assessment

- For each unit (or subject) undertaken in VCE VM there are a set number of outcomes.
- These outcomes have been set by the Victorian Curriculum and Assessment Authority (VCAA) and students must satisfactorily complete all the outcomes to gain a Satisfactory - S - for that unit.
- Students completing Units 1 & 2 VCE VM units will not be required to sit exams.
- Attainment of an 'S' for each Unit of study in the VCE VM will be determined by KSC VCE VM subject teachers based on the Five Pillars of Applied Learning set by the VCAA:
 - ✓ Motivation to engage in learning
 - ✓ Applied learning practices
 - ✓ Student agency in learning
 - ✓ Student centred & flexible approach
 - ✓ Assessment practices which promote success
- As a school, KSC is committed to providing teaching programs which can be flexibly structured so that students can undertake programs and projects that combine acquisition and application of knowledge and skills across several of the VCE Vocational Major units.
- Teachers are committed to keeping clear documentation of each VM student's achievement of tasks and adhering to the outcomes set in the VCAA's respective study designs for the 4 Units: Literacy, Numeracy, Personal Development Skills and Work-Related skills.
- Applied learning as part of the VCE VM may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

Authentication: VCE & VCE VM

- Authentication means proving that the work that you hand in was produced by you without unauthorised assistance. This is VERY IMPORTANT in the Senior School and a requirement of the VCAA.
- Students must acknowledge all resources used; this will include text and source material, name/s of people who provided assistance and the type of assistance given.
- Students must not accept undue assistance from any other person, which could mean someone writing all or parts of the work.
- Teachers are allowed to help but are not allowed to do the work for students.
- Do not accept assistance from other students that may put in doubt the validity of your work.
- To prove that the work is the students' own, they must show their teachers work in progress and keep notes etc. This often means that they cannot do all the work at home.
- It is important to complete most of the work set in the classroom as the teacher must see "work in progress" so that the completed work can be authenticated.
- This is particularly relevant in subjects with SATs [or folio-based subjects]. If work is not done in class and is then handed in at the end of the semester "sight unseen" then the class teacher does not have to accept and pass the work.

- If a teacher is not sure that the work is authentic, students may then be interviewed, asked to explain their ideas, and provide copies of rough notes.
- If necessary, students may also be required to justify their work at a formal interview with the Senior School Coordinator and /or the Principal.
- If it is proven that the work submitted is not the student's own, it will not be assessed.

VCE VM Workload and Attendance Requirements

- To ensure students reach their full potential in Years 10, 11 & 12, the Senior School Team will work regularly with students to improve and refine the following skills:
 - ✓ Managing time by balancing study, recreational & part time work commitments
 - ✓ Setting clear and attainable goals & reviewing these regularly
 - ✓ Promptly seek assistance from teachers to address any health concerns - both wellbeing & academic
 - ✓ Understanding students' own study habits and 'how' they learn
 - ✓ Communicating effectively and openly with mentors, teachers and peers

Homework vs Study

Homework = work set by the teacher to complete

Study = your personal revision of key areas which you feel you need more knowledge of.

- In Year 11 approximately 2 hours per night is recommended
- In Year 12 at least 3 hours per night is recommended
- Be well organised and keep up to date & use a diary
- Engage in extra activities offered by the college designed to enhance your learning
- Enrol in external lectures, tutorials or practice examination sessions on offer
- Attend 'Homework Club' – supervised onsite study sessions at KSC on Monday after school

Attendance

- Students of Korumburra Secondary College are expected to attend all classes unless an approved absence is negotiated with the Year Level co-ordinator or Senior School co-ordinator.
- Student who do not meet minimum attendance requirements of 80% for any VCA class will be at risk of failing the unit.
- Students must make arrangements with their teacher to complete work that is missed and teachers must be able to authenticate this work (see above for further authentication details).
- Parents / Guardians must log any absences via COMPASS or provide written explanations to the Senior School office.
- Students who miss a VCE SAC or SAT, (in Units 1- 4), **must provide a medical certificate** to the Senior School Office on the day of their return to school or earlier via email to be able to re-sit the task at a later stage.
- A new topic or set of questions may then need to be provided by the subject teacher.
- It is a school's responsibility to ensure that no student has an unfair advantage when completing SACs. If a student is away on the day of a SAC and has additional time to prepare, it is unfair to other students..
- If a student knows in advance that they will be absent on the day of a SAC for approved school events, they may organise with the teacher and coordinator to complete the task early.
- If a student misses a SAC due to unforeseen circumstances such as illness, they must bring documentation (e.g: a medical certificate) to support their case for sitting the SAC at a later date.
- This evidence must be presented to the coordinator as soon as the student returns to school.
- Failure to provide suitable evidence of absence will result in a score of zero for the assessment. **However, the student will still be given an opportunity to complete the task to achieve an S for the outcome.**
- 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 employment or a combination of study and work.

- **Students who are considering exiting school, for whatever reason, are required to attend an interview and complete an Exemption from School Application form which will be submitted to the Department of Education for review / approval.**

Special Provision & Illness

- If students are ill for an extended period of time during the year or something happens at home which seriously affects their ability to study and complete work, they must collect appropriate documentation (medical certificates, detailed letters from doctors, parents etc.) and discuss this with the Senior School Coordinator as soon as possible.
- As per the KSC Senior School, Term 2, 2022 Submissions Policy; If a student misses a SAC because of a COVID positive result, students should register their status via the following website: <https://www.coronavirus.vic.gov.au/report> This will act as evidence of absence.
- Students may be eligible for Special Provision through VCAA, which may mean extra time during a SAC and / or exam times, rest breaks or help from an aide. This will need to be put in place by the Senior School Coordinator or VCAA Exam Centre supervisor. More details about Special Consideration and Exam Arrangements will be forthcoming at the VCE VM information evening.

Vocational Education and Training (VETDSS) Delivered to Secondary Students

- VET is a nationally recognised training course designed to develop industry specific knowledge and practical skills.
- Certificate II or III level is usually offered.
- **VET courses are accepted as units of work in both VCE & VCE VM. However, VCE VM students must complete 2 VET credits at Cert II level or above – the equivalent of 180 nominal hours.**
- The South Gippsland Trade Skills Alliance (in conjunction with the LLEN) help KSC offer a range of VETDSS courses run at local RTOs such as TAFE Gippsland, AGA or CCG.
- It is possible to attend another provider, but transport & cost requirements should be factored in.
- Students must ensure they have regular attendance at their VET course. Students who do not attend in the first three weeks will be at risk of being withdrawn from the VET program.
- **At KSC, a student combining a VET course with their VCE VM studies ultimately takes on a greater workload and it is their responsibility to meet the attendance requirements for both courses and to keep up with the additional workload.**
- Students who attend VETDSS classes must be aware of the adult learning environment they are entering into and discuss the rigors of the course during course counselling.
- To complete a second year of VET students must satisfactorily complete the first year.
- Some VET courses will have additional costs such as tools, uniform, materials, etc.
- The total number of VETDSS positions offered will be determined by Korumburra Secondary College.

VET Courses 2025

Current VET courses offered in 2025 with transportation from Korumburra Secondary College. Wednesday for Year 10 students and Wednesday and Friday for Year 11 and Year 12 students.

AGA

Building and Construction Cert 2 (2 Years)

This pre-apprenticeship carpentry course provides you with broad knowledge and practical workshop skills including:

- Safe handling of selected hand and power tools
- Interpreting documents and plans
- Building structure components

Future Pathways:

- Carpentry Apprentice
- Construction Assistant
- Trades Assistant
- Builders Labourer

Plumbing Cert 2 (2 years)

This pre-apprenticeship provides you with broad knowledge and practical plumbing skills, including:

- Reading and interpreting plans and specifications
- Cutting and penetrating building materials and structures
- Fabricating simple plumbing pipe systems

Future Pathways:

- Plumbing Apprenticeship
- Plumber
- Gas Fitter
- Drainer

Electrotechnology Cert 2 (1 year and 2 years)

This pre-apprenticeship provides you with broad knowledge and practical workshop electrical (domestic and commercial) skills, including:

- Applying environmentally and sustainable energy procedures
- Using drawings, diagrams, schedules, standards, codes and specifications
- Testing, fixing and securing electrical equipment

Future Pathways:

- Electrical Apprenticeship
- Electrician
- Electrical Trade Worker

Multi-Industry Pathway Program (1 Year)

Provides an opportunity to try a course and get an understanding of what working in each trade is like and whether they have an aptitude for the trade.

Trades include;

- Building and Construction
- Plumbing
- Electrotechnology

TAFE

Automotive Vocational Preparation (2 Years)

A pre-apprenticeship for students in the automotive industry will provide students with an overview of service and repair. Students will learn the fundamentals of automotive vehicles, how to service and repair minor faults on automotive vehicle engines, transmissions, suspensions, steering, brakes and electrical systems, and components. This course is also a valuable step towards gaining an apprenticeship in the automotive industry.

Future Pathways:

- Certificate III in Light Vehicle Mechanical Technology (Apprenticeship)
- Certificate III in Heavy Commercial Vehicle Mechanical Technology (Apprenticeship)

Hair and Beauty Skill Sets (2 Years)

This skill sets includes 17 units from within the hairdressing & beauty training package to offer as a two year VET DSS program, focussing on practical skills, hands on learning, and industry experiences.

Students will get to create a hair and makeup look for a professional photoshoot, they will listen to guest speakers, salon owners and senior stylists who will share their insight and knowledge on how you can have a successful career in the hair and beauty industry.

Future Pathways:

- Certificate II Salon Assistant (7 credits)
- Certificate III Hairdressing (7 Credits)
- Certificate II Retail Cosmetics (7 credits)
- Certificate III Makeup (9 credits)
- Certificate III Beauty Services (9 Credits)
- Diploma of Beauty Therapy (9 Credits)

Early Childhood Education and Care (2 Years)

This qualification reflects the role of educators in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. These educators support the implementation of an approved learning framework, and support children's wellbeing, learning and development.

Depending on the setting, educators may work under direct supervision or autonomously. Students will also learn how to provide children with a safe and healthy environment and learn to provide for their individual needs.

This is only a partial completion of the qualification, students will need to complete the theory component as well as the placement component to a satisfactory standard to be deemed competent in each unit. Students will receive a Statement of Attainment at the completion of this program.

Future Pathways;

- Diploma of Early Childhood Education and Care
- Bachelor of Early Childhood Studies

Agriculture Cert 2 (2 Years)

This qualification is delivered face to face with scheduled practical skills days and field trips throughout the year. It is ideal for those who wish to start a career in the food and fibre industry, or further develop their skills and knowledge at the assistant farm hand level. Through this course you will learn basic practical skills in fencing, monitoring water supplies, machinery operation, plant and livestock management. Students undertaking this course will gain the practical skills and knowledge required to carry out routine tasks under general supervision within the agricultural industry.

Future pathways

- Certificate III in Agriculture (App/Traineeship)
- Certificate III in Dairy Production
- Certificate IV in Agriculture

Animal Care Cert 2 (2 Years)

This qualification describes the skills and knowledge for entry level and support roles in the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, boarding/day care facilities, sanctuaries and veterinary clinics.

The work activities are routine, performed under supervision and within clearly defined workplace guidelines.

Future Pathways;

- Certificate III in Companion Animal Services
- Certificate IV in Veterinary Nursing

Cookery Cert 2 (2 Years)

This course will provide the introductory level skills and knowledge required to work in a busy kitchen environment. Your training will take place in one of our first class training restaurants, providing you the opportunity to be hands on and practice your skills on real customers.

Our Industry experienced trainers will show you what it takes to work in some of our leading cafes, pubs, clubs and restaurants.

Future Pathways;

- Certificate III in Commercial Cookery - Apprentice and Non Apprentice Stream.

Hospitality Cert 2 (2 Years)

This qualification is suitable for individuals wishing to learn entry-level skills required for employment within hospitality venues. Units focus on safe food handling, responsible service of alcohol, customer service, cash handling and a large range of practical tasks including food service, espresso coffee, serving of beverages and interaction with customers in a café environment. Upon successful completion, the learner will be able to perform basic tasks under direct supervision, and be job ready for casual, part time or full time employment in hospitality venues.

Future Pathways;

- Certificate III in Hospitality
- Diploma of Hospitality

Applied Health Assistant Cert 3 (2 Years)

This qualification reflects the role of allied health workers who provide assistance to allied health professionals and other health professionals with the care of clients. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional. Students complete 80 hours of placement (completed in the workplace for Traineeships) and often use this program to pathway into Diploma of Nursing and/or other health disciplines once they complete secondary school. VETDSS students must have had a flu and COVID vaccination - triple dose prior to placement.

Future Pathways;

- Certificate IV in Allied Health Assistance
- Diploma of Nursing
- Bachelor of Nursing
- Bachelor of Paramedicine
- Certificate IV in Massage Therapy Practice
- Diploma of Remedial Massage

Engineering Studies Cert 2 (2 Years)

This qualification will enable you to learn basic welding and fabrication of metal structures, whilst also learning basic fitting and turning including working from detailed drawings. You will gain hand and power tools skills whilst undertaking practical tasks. This course is suited to learners looking to follow a career within the engineering industry.

Future Pathways

- Certificate III in Engineering (Fabrication Trade)
- Certificate III in Marine Craft Construction
- Certificate III in Jewellery Manufacture

CCG

Community Services Cert 2 (1 Years)

You will have the opportunity to develop skills and knowledge for work in aged care, disability support and child care roles, giving you the chance to see what industries you like most.

Future Pathways;

- Disability services
- Child care roles

School Based VET

Leongatha – Sport and Rec Cert 2 (2 Years)

The skills that students will develop through our courses apply to various settings within the Sport and Recreation industry. Completing a sport course could be the first step toward a part time job or a future career in sport, fitness, or recreation! Additionally, our courses allow students to learn through practical experience and develop personal skills for lifelong participation in sport, fitness, or recreation activities.

Korumburra SC – Business Cert 3 (2 Years)

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. The course is delivered over 2 years here at Korumburra Secondary College and class time is allocated within the school timetable.

In year one there are 8 units with the final 5 units to be completed in year two. All five of the units completed in year two are offered as scored assessment units to enable students to possibly achieve four VCE credits that can provide students with an enhanced ATAR, which can improve access to higher education. Scored assessment is based on students completing School Assessed Coursework (SAC) and sitting end of year exams, resulting in a study score, for select units of competency from within this qualification, as prescribed by the VCAA. Alternatively, these units can be offered unscored without the additional SACs and exam to be completed.

Students must satisfactorily complete all the outcomes to gain a Satisfactory - S - for that unit.

The student's performance in each unit will be assessed using one or more of the following:

- Knowledge questions
- Investigations and reports
- Business document preparation
- Electronic presentations
- Individual and group presentations

Job Opportunities:

- Coordinators
- Business Manager
- Start your own small business
- Go onto further roles within Marketing, HR, Sales, etc

Korumburra SC - Music Cert 3 – (2 years)

This course provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 can include making a music demo, composing simple songs or musical pieces and developing ensemble skills. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, preparing for performance and performing music as part of a group or as a soloist.

School Based Apprenticeships & Training (SBAT) – as part of the Head Start Program

- Undertaking an SBAT involves a student being engaged in their studies as well as being employed and paid on a part time basis within the relevant trade industry
- Students will be enrolled in a Nationally recognised qualification
- An SBAT can contribute to the VCE VM completion, however more days out of school requires a higher level of student commitment as they are required to catch up on missed classwork
- Typically, students would spend 1-2 days on the job during the normal school week
- If this is the path students wish to undertake, they will be required to enter into a formal training contract with an employer and the principal or principal's delegate.
- **KSC has the regular services of a HEADSTART Coordinator at our school to help students find out more about this valuable program. Contact the Senior School to find out more.**

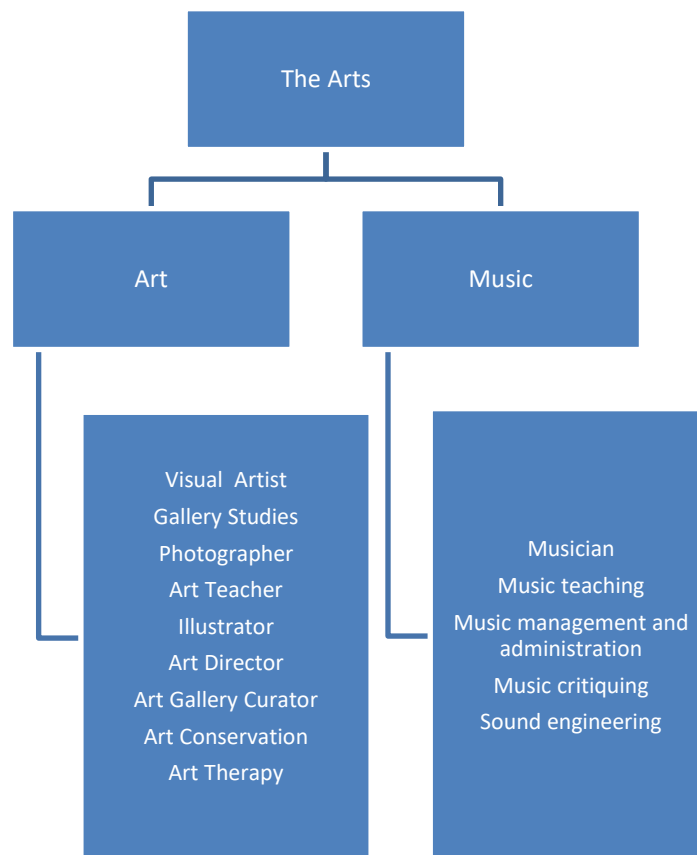
Term dates for 2026

Term	Commences	Finishes
Term 1	Tuesday Jan 28th	Friday April 2nd
Term 2	Monday April 20th	Friday June 26th
Term 3	Monday July 13th	Friday September 18th
Term 4	Monday October 5th	Friday December 18th

The Arts

Art **Music**

In the Arts area, students explore a subject that encourages creativity, self-expression and personal development. The Arts recognises creativity as an integral part of our lives and through which we can communicate personal experiences, ideas, cultural values and beliefs. In both the creative process and responses to theory components, students can realise the power to inspire change through imagination, creativity and innovation. Within the Arts, students explore theory components, research and investigation to inform practical creative processes. The Arts acknowledges the value of creativity and analytical thinking in preparing students for today's world by encouraging imagination, flexibility, adaptability and decision-making processes.



Music

Music Unit 1 - Organisation of Music

Area of Study 1: Performing

In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

Area of Study 2: Creating

In this area of study, students create a folio of brief creative responses. At least one exercise should demonstrate their understanding of musical organisation and characteristics of at least one work selected for study in Area of Study 3. They develop appropriate methods of recording and preserving their music. Students reflect on their creative organisation by documenting their approach to creating the music, and identifying and describing their use of music elements, concepts and compositional devices.

Area of Study 3: Analysing and Responding

Students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation. They develop skills in identifying how music is organised and the components of this organisation. They develop skills in aural analysis and respond to a range of excerpts in different styles and traditions. They develop their auditory discrimination and memory skills through identifying, recreating and documenting music language concepts, for example chords, scales, melodic and rhythmic patterns.

Unit 1 Assessment Tasks

- Solo and Group performance work
- Discussions/ presentation of challenges presented by performance works
- Aural, Oral and Written tasks
- Composition and/or improvisation exercises with accompanying discussions
- S/N Tasks for successful completion of each unit

Music Unit 2 - Effect in Music

Area of Study 1: Performing

In this area of study, students prepare and perform solo and group works, one of which should demonstrate their understanding of effect in music. They convey meaning and/or emotion to an audience through practical music-making and further development of performance skills. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians. They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

Area of Study 2: Creating

In this area of study, students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music. They develop appropriate methods of recording and preserving their music. Students reflect on their responses by documenting their approach to creating effect in their music, and identifying and describing their use of music elements, concepts and compositional devices.

Area of Study 3: Analysing and Responding

In this area of study, students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect. They respond to a range of excerpts in different styles and traditions, building understanding of how effect is realised. They continue to develop their auditory discrimination and memory skills through identifying, recreating and recording common musical language concepts and their effect, for example chords, scales and melodic and rhythmic patterns.

Unit 2 Assessment Tasks

- Solo and Group performance work
- Discussions/ presentation of challenges presented by performance works
- Aural, Oral and Written tasks
- Composition and/or improvisation exercises with accompanying discussions
- S/N Tasks for successful completion of each unit

Unit 3 & 4: Music Contemporary Performance

Area of Study 1: Performing

In this area of study, students perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills and interpretation approaches relevant to the style(s) of the selected works. They investigate the possibilities of exhibiting personal voice by reimagining at least one existing work.

Area of Study 2: Analysing for Performance

In this area of study, students focus on the processes of analysis and practices that they undertake to develop their performances. As students develop strategies for practice and performance, they trial the use of a wide range of techniques and instrument-specific conventions. Students analyse the strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges. Students investigate and implement approaches for developing a command of their instrument, presentation skills and strategies for reimagining an existing work

Area of Study 3: Responding

In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance. They demonstrate this knowledge through aural analysis and comparison of the ways in which different performers have interpreted and/or reimagined works in performance.

Assessment

S/N Tasks for successful completion of each unit

SACs

Unit 3: 20% of study score

Unit 4: 10% of study score

Examinations

Performance Exam: 50% of study score

Aural and Written Exam: 20% of study score

Art: Making and Exhibiting

Due to the ongoing nature of artistic practice at a VCE level, students need to ensure that they are working within VCE authentication guidelines to complete practical work at school. Work that cannot be appropriately authenticated by the classroom teacher is at risk of not being assessed as satisfactory for this subject. (please see page 6 of this handbook)

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

Assessment Tasks

- Visual arts journal of experimental artworks exploring a range of materials
- Finished artworks that are produced from experimental trials
- Present information on Australian artists, including Aboriginal and Torres Strait Islander artists
- S/N Tasks for successful completion of each unit

Unit 2: Understand develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks. Students also begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

Assessment tasks

- Design an exhibition of artworks
- A series of experimental artworks and trials in response to a theme
- Finished artworks that are developed from previous trials
- S/N Tasks for successful completion of each unit

Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. Students also engage with galleries to understand exhibition spaces and how these are prepared.

Assessment tasks

- Research and information about inspiration artists
- Experimentation trials for artworks
- Final artworks from trials
- Present a critique on their artworks and reflect on feedback given
- Research and plan an exhibition of artworks by artists
- S/N Tasks for successful completion of each unit

Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. Students continue to engage with galleries to view methods of presentation and conservation of artworks in galleries and their own artworks.

Assessment tasks

- Refine and resolve another final artwork which was created in Unit 3
- Plan and display one finished artwork
- Present a critique and reflection of the making of the artwork
- Case study on an artwork viewed in a gallery and the preservation of their own artwork
- S/N Tasks for successful completion of each unit

Assessment

SACs

Unit 3 & 4: 10% of study score

SATs

Unit 3 & 4: 60% of study score

Examination: 30% of study score

S/N Tasks for successful completion of each unit

English

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, responding thoughtfully to a range of complex texts and making appropriate choices with their language use to suit the particular purpose, audience and context. The following units build on the learning skills established through the Victorian Curriculum in the key strands of literature, literacy and language.

The skills developed through the study of English at this level will enable students to recognise and appreciate the importance and influence of language, in all its contexts, to assist their participation in an increasingly complex post-schooling environment.

English

Unit 1:

Students read and respond to texts analytically and creatively. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2:

Students analyse arguments presented in persuasive texts, and create their own texts intended to position audiences. Students develop their analytical skills by responding to a set text.

Assessment

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit are:

- A personal analysis of a text
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 must be in written form.

- There will be a formal examination at the end of Unit 1 and Unit 2.
- S/N Tasks for successful completion of each unit

Unit 3:

Students read and respond to texts analytically and creatively. Texts selected for study in Area of Study 1 and 2 must be chosen from the Text List published annually by the VCAA.

Unit 4:

In this unit students explore the presentation of ideas, issues and themes in a text. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA.

Assessment

S/N Tasks for successful completion of each unit

SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

Examination - 50% of study score

Health and Physical Education

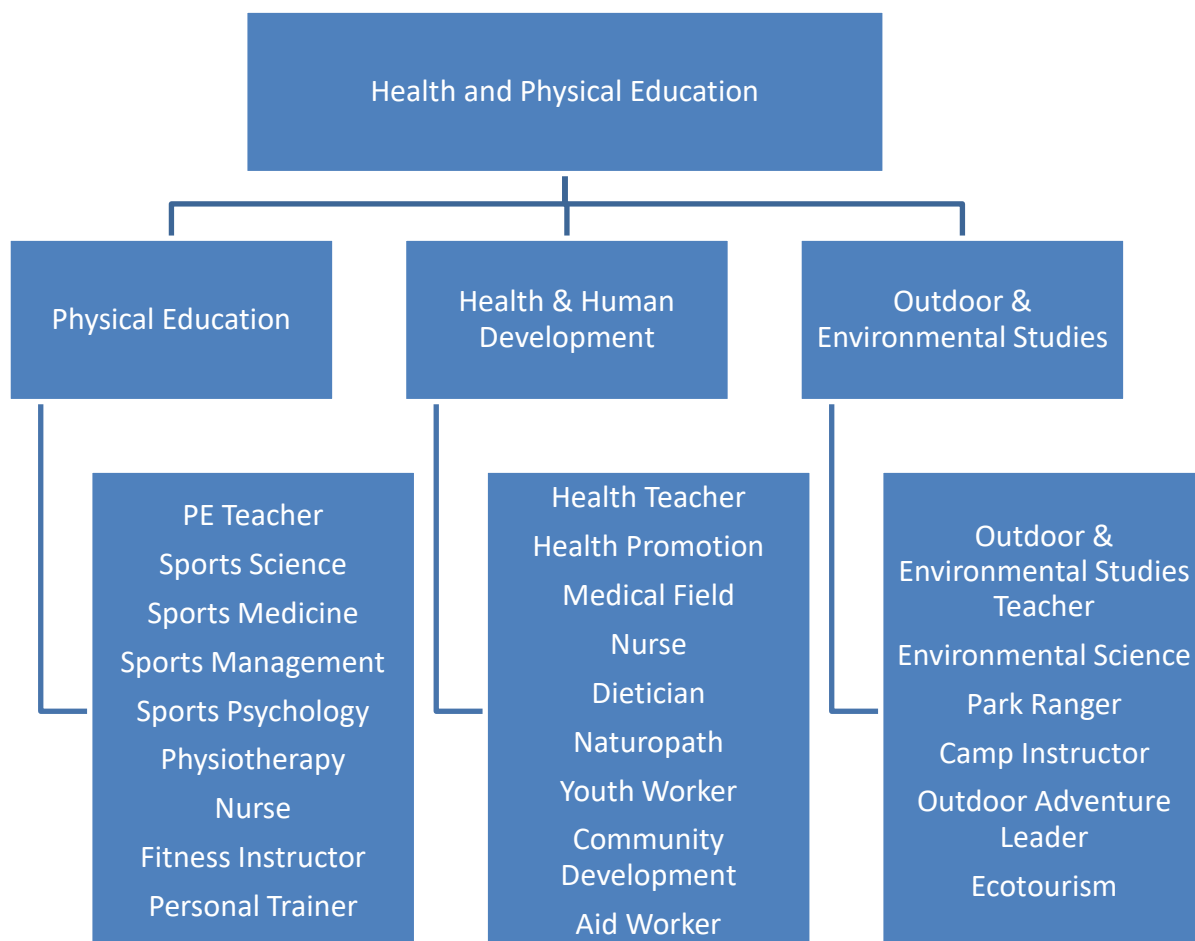
Health and Human Development

Physical Education Outdoor and Environmental Studies

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

Please note that Outdoor and Environmental Studies unit 1 and 2 is offered in year 10 and OES incurs costs associated with exploration of a number of natural environments through participation in field trips sustainably in personal and outdoor environments and focuses on the need for environmentally responsible citizens.

Please note that Outdoor and Environmental Studies unit 1 and 2 is offered in year 10 and OES incurs costs associated with exploration of a number of natural environments through participation in field trips.



Health and Human Development

Unit 1: Understanding Health and Wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions, understanding it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

Students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Assessment Tasks

- Test
- Examination
- Data Analysis
- S/N Tasks for successful completion

Unit 2: Managing Health and Development

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Assessment Tasks

- Test
- Examination
- S/N Tasks for successful completion

Unit 3: Australia's health in a globalised world

Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and Human development in a global context

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO).

They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

Assessment

S/N Tasks for successful completion of each unit

SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

Examination

50% of study score

Physical Education

Unit 1: The Human Body In Motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Assessment Tasks

- Outcome 1: Written Responses
- Outcome 2: Extended Responses
- Examination
- S/N Tasks for successful completion

Unit 2: Physical Activity, Sport, Exercise and Society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Students gain an appreciation of the level of physical activity required for health benefits through various practical tasks, assessment methods and investigate how participation in physical activity varies across the lifespan and the factors that influence participation in sport. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Assessment Tasks

- Outcome 1: Written Plan/ Reflective Folio
- Outcome 2: Visual Presentation
- Examination
- S/N Tasks for successful completion

Unit 3: Movement skills and energy for physical activity, sport and exercise

Students are introduced to principles used to analyse human movement from a biophysical perspective. Students will use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment Tasks

- Outcome 1: Structured Questions
- Outcome 2: Laboratory Report
- Examination
- S/N Tasks for successful completion

Unit 4: Training to improve performance

Students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Assessment Tasks

- Outcome 1: Written Report
- Outcome 2: Case Study and Structured Questions
- Outcome 3: Extended Response
- Examination

Overall Assessment

S/N Tasks for successful completion of each unit

SACs

Unit 3: 20% of study score

Unit 4: 30% of study score

Examination: 50% of study score

Outdoor and Environmental Studies (Early Access VCE 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

NB:

- **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 2026 will need to seek approval from the Year 11 Coordinator.**

Outdoor and Environmental Studies (Delivered at Year 11)

Unit 3: Relationships with outdoor environments

Students focus on ecological, historical and social contexts of relationships with Australian outdoor environments. A range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments. They examine the dynamic nature of relationships between humans and their environment. Through practical outdoor experiences students make comparisons between various environments and impact of human interventions.

Unit 4: Sustainable outdoor relationships

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of Australian environments and consider the importance of healthy outdoor environments. They examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in outdoor environmental experiences to learn and apply the practical skills and knowledge required to sustain healthy outdoor environments.

Assessment

S/N Tasks for successful completion of each unit

SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

Examination

50% of study score

NB:

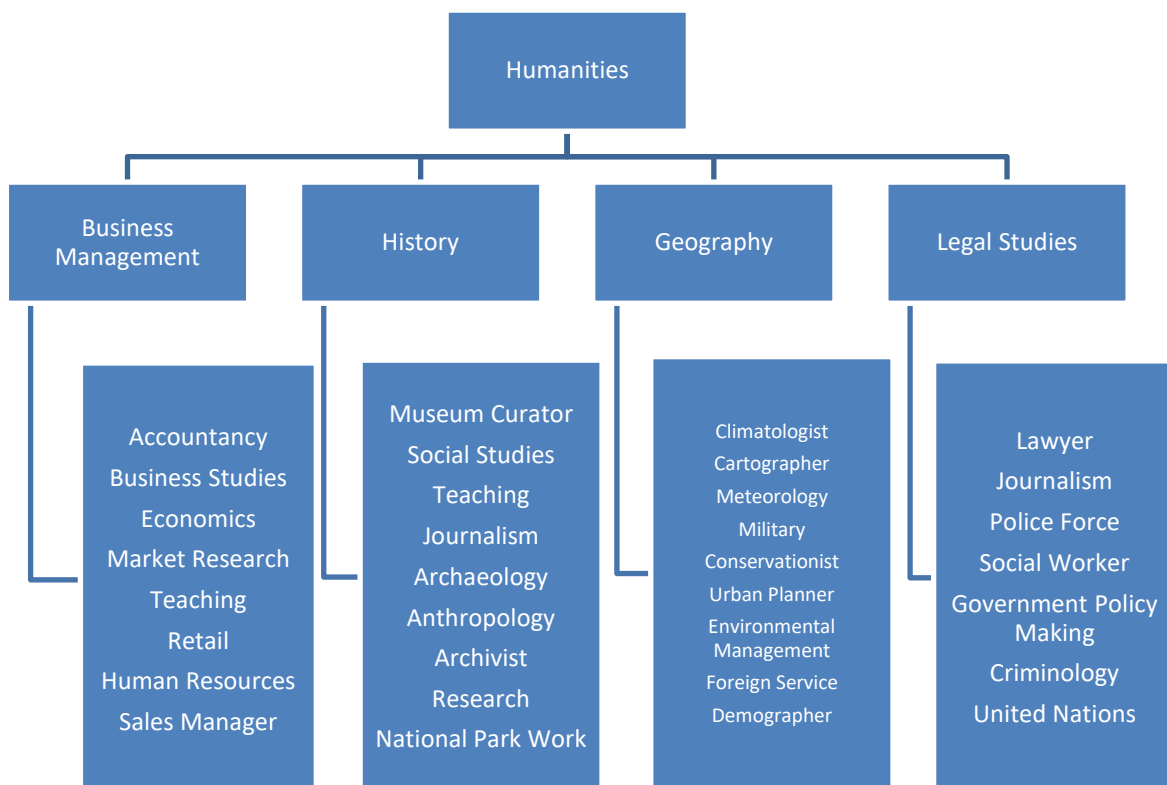
- **This elective incurs costs of approximately \$650 with a deposit of \$100, which must be paid before the Semester begins to ensure a place in this class.**
- **Those seeking to choose this subject at Year 12 in 2026 will need to seek approval from the Year 12 Coordinator**

Humanities

Business Management
History 20th Century
Geography
Legal Studies

The term 'Humanities' comes from a Latin word 'humanus' which means 'human, cultured and refined'.

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



Business Management

Unit 1: Planning a Business

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outcome 1: The Business Idea

Outcome 2: Internal Business Environment and Planning

Outcome 3: External Environment and Planning

Unit 2: Establishing a business

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Outcome 1: Legal requirements and financial considerations

Outcome 2: Marketing a business

Outcome 3: Staffing a business

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Outcome 1: Business Foundations

Outcome 2: Human Resource Management

Outcome 3: Operations management

Unit 4: Transforming a business

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Outcome 1: Reviewing performance – the need for change

Outcome 2: Implementing change

The student's performance in each unit will be assessed using one or more of the following:

- Case study
- Structured questions
- Media analysis
- Test
- Report in written format
- Report in multimedia format
- Business research
- Business Interviews
- Simulation exercises
- Business Surveys
- Analytical Exercises

Assessment

S/N Tasks for successful completion of each unit

SACs Unit 3: 25% of study score

SACs Unit 4: 25% of study score

Examination 50% of study score

History

Unit 1: Change and Conflict

In unit 1 students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Area of Study 1: Ideology and Conflict

Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; and its consequences. Students also explore the causes of World War Two.

Area of Study 2: Challenge and Change:

Students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore various forms of cultural expression from the period.

Unit 2: The Changing World Order

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Area of Study 1: Ideology and Conflict

Students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.

Area of Study 2: Challenge and Change

Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted.

Unit 3 and 4 Revolutions

Students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Unit 3: French Revolution

This unit of study analyses elements of the French Revolution from 1789 to 1796. The French Revolution involved destruction and construction, dispossession and liberation. It polarised French society and unleashed civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the newly established republic.

Area of Study 1: Causes of Revolution

Students will analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Area of Study 2: Consequences of Revolution

Students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

Unit 4: Russian Revolution

This unit of study analyses the Russian Revolution, a series of events in imperial Russia that culminated in 1917 with the establishment of the Soviet state. The unit analyses how the revolutionary government deployed armed forces and instituted policies of terror and repression to defend the revolution which was under attack from within and without.

Area of Study 1: Causes of Revolution

Students will analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Area of Study 2: Consequences of Revolution

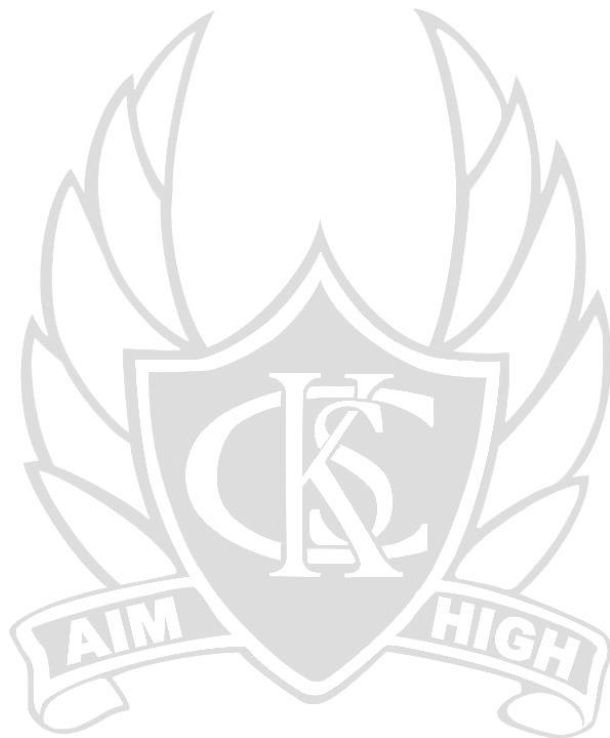
Students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

Assessment

- | | |
|--|----------------------|
| • S/N Tasks for successful completion of each unit | |
| • Analysis of primary sources | 12.5% of study score |
| • Essay | 12.5% of study score |
| • An evaluation of Historical interpretations | 12.5% of study score |
| • Historical Inquiry | 12.5% of study score |

Examination

50% of study score



Geography

Unit 1: Hazards and disasters

This unit investigates how people have responded to types of hazards and disasters, such as earthquakes, bushfires, tsunamis, or human caused disasters. Students begin by developing an overview of all types of hazards, such as natural disasters. Students examine hazards and disasters and analyse the impacts of events. They study at least two specific hazards at different scales (Global and Local) and analyse and evaluate the causes and impacts of the disaster. They then analyse the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Outcome 1: Characteristics of hazards

Outcome 2: Response to hazards and disasters

Unit 2: Tourism: Issues and challenges

In this unit students investigate what is tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Students explore the environmental, economic, social and cultural impacts of different types of tourism, and the issues and challenges that these create for people and the environment.

Outcome 1: Characteristics of Tourism

Outcome 2: Impact of tourism: Issues and challenges

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. This unit focuses on two investigations to investigate case studies of change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the nature, processes and impacts of land use change.

Outcome 1: Land cover change

Outcome 2: Land use change

Unit 4: Human population: Trends and issues

In this unit, students investigate the geography of human populations. Students undertake an overview of global population distribution and growth before investigating the dynamics of population change over time and space. Students undertake investigations into two countries with significant population trends in different parts of the world: a growing population of one country and an ageing population of another country.

Outcome 1: Population dynamics

Outcome 2: Population issues and challenges

The student's performance in each unit will be assessed using one or more of the following:

- Analysis of geographical data
- A research report
- A multimedia presentation.
- Structured questions
- A case study
- Fieldwork reports

Assessment

S/N Tasks for successful completion of each unit

SACs Unit 3: 25% of study score

SACs Unit 4: 25% of study score

Examination 50% of study score

Legal Studies

Unit 1: Guilt and Liability.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Area of Study 1: Legal Foundations

Area of Study 2: Proving Guilt

Area of Study 3: Sanctions

Unit 2: Wrongs and Rights

Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study 1: Civil Liability

Area of Study 2: Remedies

Area of Study 3: Human Rights

Unit 3: Rights and Justice.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1: The Victorian Criminal Justice System

Area of Study 2: The Victorian Civil Justice System

Unit 4: The People, the Law and Reform.

In this area of study, students investigate the need for law reform and the means by which individuals and groups can influence change in the law. Students draw on examples of individuals, groups and the media influencing law reform, as well as examples from the past four years of inquiries of law reform bodies. Students examine the relationship between the Australian people and the Australian Constitution, the reasons for and processes of constitutional reform, the successful 1967 referendum and calls for future constitutional reform, such as that articulated by the 2017 Uluru Statement from the Heart.

Area of Study 1: The People and the Law Makers

Area of Study 2: The People and Reform

Major Assessment Tasks include:

- a case study
- structured questions
- an essay
- a test
- classroom presentations
- debate
- reports

Assessment

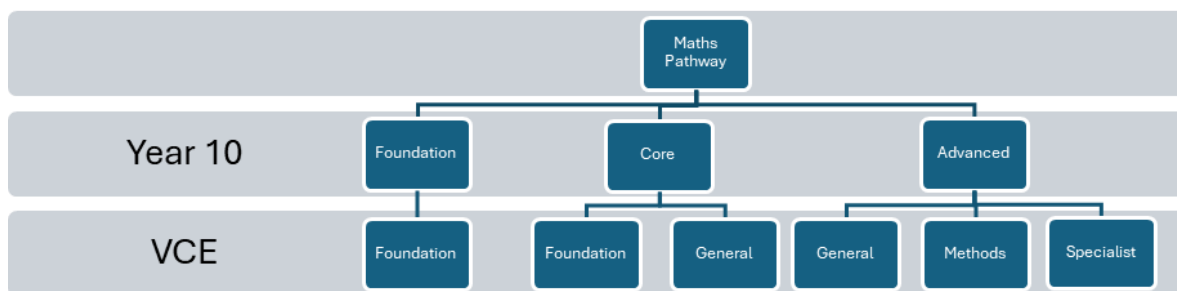
S/N Tasks for successful completion of each unit

SACs Unit 3: 25% of study score

SACs Unit 4: 25% of study score

Examination 50% of study score

Mathematics



Foundation Mathematics: 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. Students completing their VCE-VM are encouraged to complete Foundation Maths but can choose any Mathematics, best suited to their skill level and pathway. Students in both VCE and VCE-VM can study Foundation Maths, and it is now recognised as a pre-requisite in some university courses*.

Career Pathways: Nursing, Retail, Hospitality, Trade Qualifications, Beauty Therapist, Early Childhood

General Mathematics: General Mathematics is a subject designed for students who want to build strong, practical mathematical skills useful in everyday life, work and further study. It focusses on application of mathematical skills to real life contexts. Students in both VCE and VCE-VM are encouraged to study General Maths to build skills that are useful in work, study and life in general. Students completing their VCE are encouraged to complete General Mathematics if a pathway into university requires General Maths but not to the level of Methods or Specialist. General Maths is a great option if you feel comfortable with Year 10 maths and want a solid maths background without the heavier algebra and calculus focus of Mathematical Methods.

Career Pathways: Teaching, Accountant, Health Science, Nursing, IT

Mathematical Methods: Maths Methods is a complex course requiring advanced skills and understanding of concepts in mathematics, with an emphasis on Algebra. Work from each topic is covered in increasing complexity over the two-year course. This subject should be undertaken by students intending to take university courses that need a strong mathematics background (pre-requisite) e.g. some branches of Engineering, Medical Sciences and the Physical Sciences.

Career Pathways: Engineering, Finance, Science, Medical Sciences and Physical Sciences

Specialist Mathematics: Specialist Mathematics Units 1 and 2 can only be undertaken if you are studying Mathematical Methods Units 1 & 2. Successful completion of Units 1 & 2 enables the student to study Specialist Mathematics 3 & 4 in conjunction with Mathematical Methods 3 & 4. Specialist Mathematics 3 & 4, although not a prerequisite for tertiary studies, is considered advantageous for some Engineering courses post Year 12.

Resources required:

A Texas Instruments TI-NSPIRE CAS calculator is required for students studying General Mathematics, Mathematical Methods and Specialist Mathematics. A Texas instruments TI-30XB (green calculator) will be required in Foundation Mathematics. All subjects require the relevant text.

*Some university courses recognise Foundation Maths as a pre-requisite, and others do not. If a course requires 'any maths', they will recognise Foundation Maths.

Foundation Mathematics (Units 1 - 4)

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. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units. Foundation Mathematics Units 3 and 4 focus on providing students with the opportunity to continue to develop the same Mathematical skills relevant to workplace and personal settings beyond their Secondary schooling.

The areas of study in Units 1 - 4 are:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics (Financial mathematics)
- Space and measurement

For Units 3 and 4, all four areas of study are to be completed over these two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit is developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

Outcome 1:

On completion of this unit the student should be able to use and **apply a range of mathematical concepts, skills and procedures** from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Outcome 2:

On the completion of each unit students should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to **investigate and analyse extended application problems** in a range of contexts.

Outcome 3

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some **open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches**, and analyse and discuss these applications of mathematics.

S/N Tasks:

- Set textbook questions
- Chapter tests

Assessment Tasks

- SACS (Investigations)
- Unit 3 – 40% of study score
- Unit 4 – 20% of study score

Examination (Unit 1 and 2)

- **Examination:** 90 minutes - Multiple choice & Short Answer

VCAA Examinations (Units 3 and 4)

- **Examination:** 120 minutes - Multiple choice & Short Answer
Please note: VCE-VM students will not have to sit the VCAA exam.

General Mathematics (Units 1 - 4)

General Mathematics is a subject designed for students who want to build strong, practical mathematical skills useful in everyday life, work and further study. It focusses on application of mathematical skills to real life contexts. This subject prepares students for study of VCE General Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics are as follows.

Unit 1 and Unit 2:

- Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Data Analysis, Statistics, Space and Measurement, Graphs of linear and non-linear relations and Statistics.

Units 3 consists of two topics

- Data analysis & Recursion and financial modelling.

Unit 4 consists of two applications topics

- Matrices & Networks and decision mathematics.

Data analysis comprises 40% of the content to be covered, with the other 60% on the course covering, Recursion and financial modelling, Matrices & Networks and decision mathematics. Assumed knowledge and skills are contained in the General Mathematics Units 1 and 2 course.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology is to be incorporated throughout each unit.

Outcome 1:

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2:

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

S/N Tasks:

- Chapter tests (minimum score of 40%)
- Set textbook questions

Assessment Tasks

- SACS (Assignments, Tests and Investigation tasks) (minimum score of 40%)
- Unit 3 - 20% of study score
- Unit 4 - 14% of study score

Examination (Unit 1-3)

- **Examination 1:** 90 minutes - Multiple choice & Short Answer

VCAA Examinations (Unit 4)

- **Examination 1:** 90 minutes – multiple choice
- **Examination 2:** 90 minutes – short answer

Mathematical Methods (Units 1 – 4)

Maths Methods is a complex course requiring advanced skills and understanding of concepts in mathematics. Work from each topic is covered in increasing complexity over the two-year course.

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

The following outcomes apply for Units 1 to 4

Outcome 1:

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2:

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3:

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

S/N Tasks:

- Topic Tasks (Assignments & Edrolo chapter checks)
- Set textbook questions

Assessment Tasks

Unit 1 & 2 – SACs (Assignments and Tests)

Unit 3 SACS - 20% of study score

Unit 4 SACS - 20% of study score

Examinations Unit 3 & 4

Examination 1: 1 hour, short answer, no notes, no calculator - 20%

Examination 2: 2 hours, multiple choice, extended answer; notes & CAS calculator allowed - 40%

Specialist Mathematics (Units 1 – 4)

These units provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Outcome 1:

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2:

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3:

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

S/N Tasks:

- Topic Tasks (Assignments & Edrolo chapter checks)
- Set textbook questions

Assessment Tasks

- SACS (Assignments and Tests)
- Examination

Examinations

Examination 1: 1 hour, short answer, no notes, no calculator

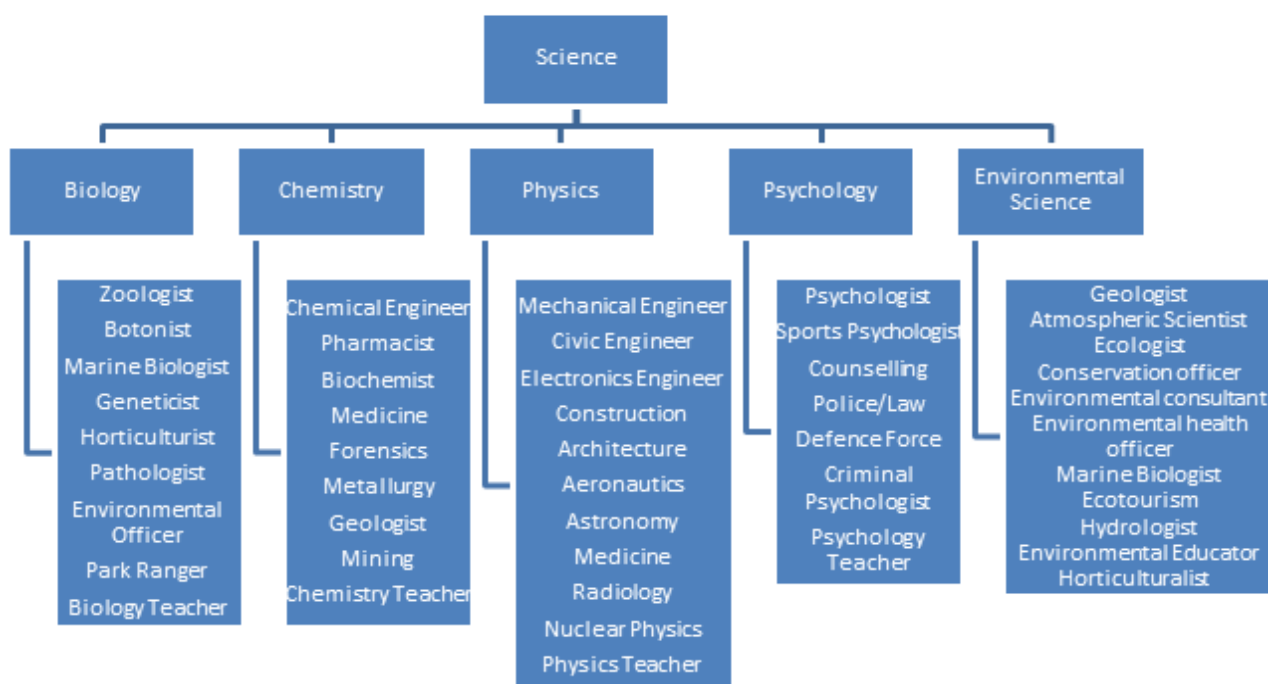
Examination 2: 2 hours, multiple choice, extended answer; notes & CAS calculator allowed

SCIENCE

Biology
Chemistry
Environmental Science
Physics
Psychology

Science is the effort to understand the natural world through the process of observation and experimentation. Students will apply scientific methods to test scientific principles to further their knowledge and skills. At VCE, students can follow any one or more of the five scientific disciplines offered. Students will use analytical thinking, research and investigative processes to build on the science knowledge and skills they have gained from year 7-10.

Although each discipline can be undertaken at Units 3 & 4 without Units 1 & 2, it is strongly recommended that Units 1 & 2 are studied to ensure stronger foundations are formed prior to Units 3 & 4. For Chemistry, Units 1 or 2 is a prerequisite for Units 3 & 4.



Biology

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Assessment Tasks for Unit 1 & 2

- Class work and Homework
- Topic Tests
- Practical Reports
- Examination
- SACs
- S/N tasks for successful completion of each unit

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Unit 4: How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Assessment for Unit 3 & 4

- SACs
- Unit 3: 20% of study score
- Unit 4: 30% of study score
- S/N Tasks for successful completion of each unit

Examination

50% of study score

PLEASE NOTE

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



Chemistry

Unit 1: How can the diversity of materials be explained?

Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society using renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Assessment Tasks

- Response to an experimental investigation question
- A report on a practical activity
- Tests
- Examination
- SACs and S/N tasks

Unit 2: How do chemical reactions shape the natural world?

Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Assessment Tasks

- Response to an issue as a Media Analysis
- Student designed investigation
- Tests
- Examination
- SACs and S/N tasks

Unit 3: How can design and innovation help to optimise chemical processes?

Students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose?

Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Assessment

S/N Tasks for successful completion of each unit

SACs

Unit 3- 20% of study score

Unit 4- 30% of study score

External Examination 50% of study score

PLEASE NOTE

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

Environmental Science

Unit 1: How are Earth's dynamic systems interconnected to support life?

Students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Unit 2: What affects Earth's capacity to sustain life

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Assessment Tasks for Unit 1 & 2

- Class work and Homework
- Topic Tests
- Practical Reports
- Examination
- SACs
- S/N tasks for successful completion of each unit

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animals or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4: How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Assessment for Unit 3 & 4

- SACs
- Unit 3: 20% of study score
- Unit 4: 30% of study score
- S/N Tasks for successful completion of each unit

Examination

50% of study score

PLEASE NOTE

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations, modelling and other direct experiences.

Physics

Unit 1: How is energy useful to society?

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does physics help us to understand the world?

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Assessment tasks for Units 1 & 2

- SACs
- Examinations
- S/N Tasks for successful completion of each unit

Unit 3: How do fields explain motion and electricity?

Students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday

lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Assessment for Unit 3 & 4

- SACs
- Unit 3: 30% of study score
- Unit 4: 20% of study score
- S/N Tasks for successful completion of each unit

Examination

50% of study score

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

Psychology

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2: How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students further examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. They investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Assessment

- Research investigation
- Examination
- SACs
- S/N tasks for successful completion of the units

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory. A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

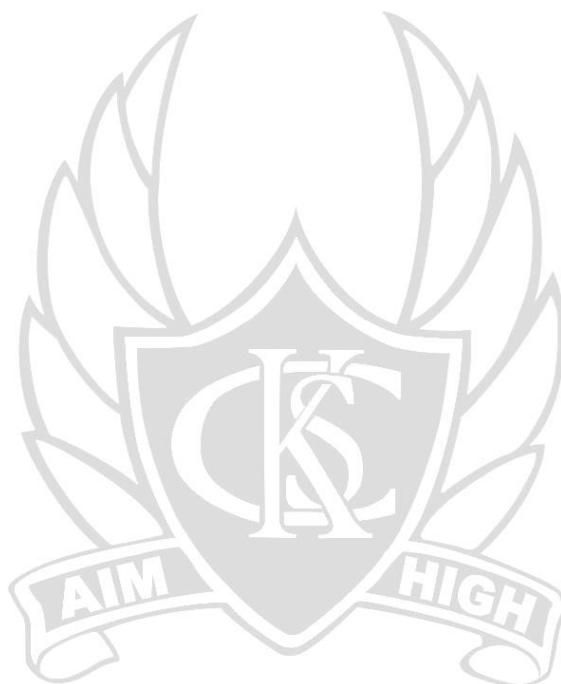
Assessment

- S/N Tasks for successful completion of each unit

SACs

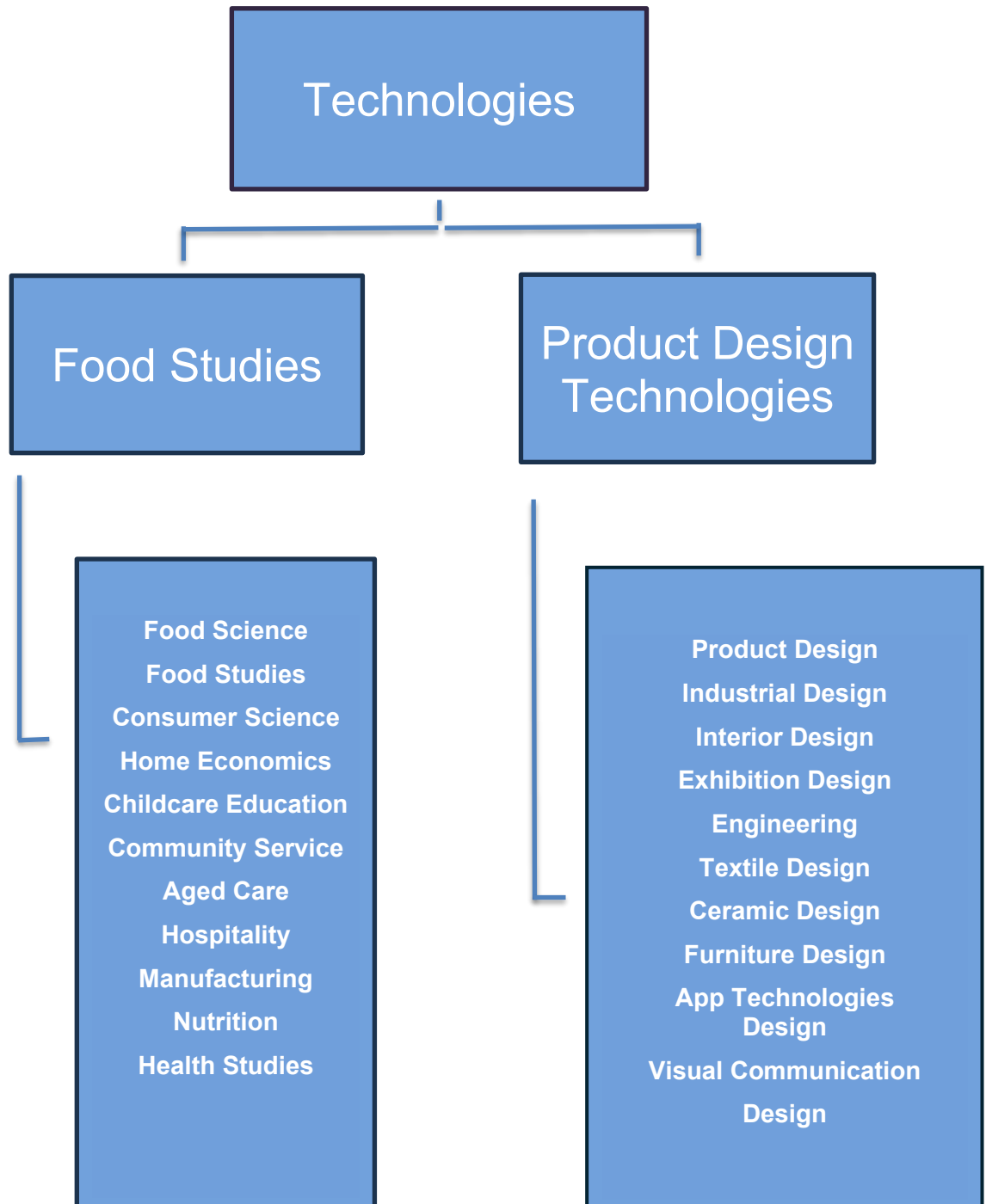
- Unit 3 - 20% of study score
- Unit 4 - 30% of study score

External Examination: 50% of study score



Technologies

Product Design & Technologies
Food Studies



Product Design and Technologies

Unit 1: Design Practices

In this unit, students analyse and evaluate existing products and current technological innovations in the Double Diamond Approach. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

It is recommended to have completed Year 10 Design Technologies prior to enrolling in this class.

Assessment Tasks

- Design Folio with product analysis, design development and evaluation.
- Prototype or product which has been improved and modified.
- S/N Tasks for successful completion of each unit

Unit 2: Positive Impacts for End Users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

It is recommended to have completed Unit 1 Product Design Technologies prior to enrolling in this class.

Assessment Tasks

- Students produce a Design Folio showing all developmental work.
- Students produce and evaluate a collaboratively designed product.
- S/N Tasks for successful completion of each unit.

Unit 3: Ethical product design and development

This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

It is recommended to have completed Unit 1 and 2 Product Design Technologies prior to enrolling in this class.

Assessment Tasks

- Students examine a range of factors that influence the design, development and production of products within industrial settings with ethical considerations, use design thinking to address the design process through concept visualisations and product construction evaluation.
- SAT Portfolio documenting the Design process and commence production of the designed product.
- S/N Tasks for successful completion of each unit.
- SAC Task for successful completion of each unit.

Unit 4: Production and evaluation of ethical designs

Students continue to construct their quality product designed in Unit 3, using the design process to produce and evaluate their product, whilst completing a portfolio of work using a range of existing products for data and feedback against a criterion. Students speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

Assessment Tasks

- Students complete the construction of their project and evaluate the efficiency of it against the criterion in their portfolio.
- Students explore speculative design thinking and examine how designers can be future-focused, innovative and entrepreneurial in the adaptation and renewal of products, by using research and development to integrate new and emerging technologies and address market trends.
- SAT Portfolio documenting the Design process and commence production of the designed product.
- S/N Tasks for successful completion of each unit.
- SAC Task for successful completion of each unit.

SACs

Unit 3: 10% of total study score

Unit 4: 10% of total study score

SATs

Unit 3 & 4: 50% of total study score

Examination

30% of total study score

Visual Communication Design

Unit 1: Finding, reframing and resolving design problems.

Students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

Assessment Tasks

- Range of drawing tasks that focus on rendering, proportion and texture.
- Research project based on past and present designers' work.
- Multiple tasks that focus on design process (book work) and design elements and principles (images).

Unit 2: Design contexts and connections

Students build on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Assessment Tasks

- Wide range of technical drawings that focus on different design fields.
- Multiple designs focused on form to communicate ideas in your designs.
- Major project of your choice (folio – start to finish)
- S/N Tasks for successful completion of each unit

Unit 3: Visual communication in design practice

Students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas.

Unit 4: Delivering design solutions

Students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Assessment**SACs**

- an annotated visual report
- two practical design exercises documenting emerging skills in selected field(s) of practice
- a comparative analysis of design examples

Unit 3: 20% of study score

SATs**Free Choice Folio and Final works**

Unit 3 & 4: 50% of study score

S/N Tasks for successful completion of each unit

Examination

30% of study score



Food Studies

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

The key concepts that underpin VCE Food Studies are:

- Aboriginal and Torres Strait Islander knowledge, culture and history
- Food citizenship
- Food security and food sovereignty
- Food systems
- Healthy eating
- Innovations and technologies
- Issues in food
- Sustainability

Throughout Units 1 - 4, Students will undertake a variety of topical and contemporary practical activities including comparative food testing, cooking, creating and responding to design briefs, dietary analysis, nutritional analysis, product analysis, scientific experiments, demonstrations, sensory analysis including taste-testing and using focus groups.

Unit 1: Food origins. This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Area of Study 1 Food around the world explores how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into food-producing regions of the world.

Students will research a region (other than Australia) of their choice and produce a dish that represents this region.

Area of Study 2 Food in Australia looks at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Students will explore the different Indigenous flavours and investigate the question 'Does Australia have it's own distinctive cuisine?'

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia.

Area of Study 1 Australia's food systems focuses on commercial food production industries in Australia encompassing components of the food systems that included in primary food production. Students will design and develop their own breakfast bar moving through the design process for new products.

Area of Study 2 Food in the home looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. They investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students explore the area of food science looking at the physical and chemical changes that occur during food preparation and cooking.

Students will design and adapt recipes, encompassing a range of requirements commonly encountered by the food service sector and within families.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food.

Area of Study 1 The science of food explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the functional properties of food, including the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients. Students will investigate the nutritional rationale of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Area of Study 2 Food choices, health and wellbeing focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems.

Area of Study 1 Navigating food information focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students will make comparisons of different food products and be able to adapt recipes to better meet the recommendations of the Australian Dietary Guidelines.

Area of Study 2 Environment and ethics focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students will undertake a research inquiry on a topic of their choosing that relates to ethics, sustainability and/or food sovereignty. They will look into the work being done to solve problems and investigate through chosen practicals of different solutions for the food consumer.

Assessment

In units 1-4 assessment involves reflections and records on three practical activities, along with another task that could be any one or combination of an annotated visual report, oral presentation, practical demonstration, short written report, data analysis, media analysis, research inquiry or cast study analysis.

S/N Tasks for successful completion of each unit

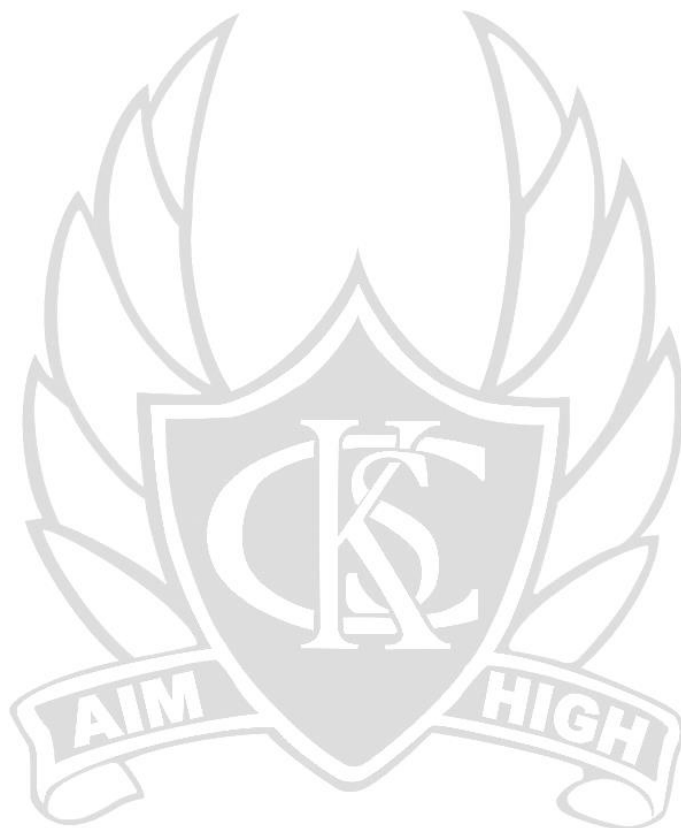
SACs

Unit 3: 30% of total study score

Unit 4: 30% of total study score

Examination

40% of overall total study score



Korumburra Secondary College

Jumbunna Rd
Korumburra Victoria 3950

Telephone (03) 5655 1566
Facsimile (03) 5655 2673

korumburrasc@edumail.vic.gov.au
www.korumburrasc.vic.edu.au

