



# **STUDENT SUBJECT SELECTION HANDBOOK**

## **2022 – 2023**

# CONTENTS

	Page		Page
<b><u>Year 8</u></b>	3	<b><u>Year 11 and 12</u></b>	25
<a href="#">The Arts</a>	3	<a href="#">VCE - Traditional</a>	26
<a href="#">Technology</a>	4	<a href="#">Applied Computing</a>	28
<b><u>Year 9</u></b>	5	<a href="#">Art Making and Exhibiting</a>	29
<a href="#">Core subjects</a>	6	<a href="#">Australian and Global Politics</a>	31
<a href="#">Electives:</a>	7	<a href="#">Biology</a>	33
<a href="#">The Arts</a>	7	<a href="#">Business Management</a>	35
<a href="#">English</a>	9	<a href="#">Chemistry</a>	37
<a href="#">Health and Physical Education,</a>	9	<a href="#">Drama</a>	39
<a href="#">Humanities</a>	10	<a href="#">English and EAL</a>	41
<a href="#">Languages other than English</a>	10	<a href="#">Food Studies</a>	42
<a href="#">Science</a>	11	<a href="#">Health and Human Development</a>	44
<a href="#">Technology</a>	11	<a href="#">History</a>	46
<b><u>Year 10</u></b>	13	<a href="#">Legal Studies</a>	47
<a href="#">Core subjects:</a>	15	<a href="#">Mathematics: General Mathematics</a>	49
<a href="#">English</a>	15	<a href="#">Mathematics: Mathematical Methods</a>	50
<a href="#">Mathematics.</a>	15	<a href="#">Media Studies</a>	51
<a href="#">Electives:</a>	16	<a href="#">Physical Education</a>	53
<a href="#">The Arts</a>	16	<a href="#">Physics</a>	55
<a href="#">Humanities</a>	18	<a href="#">Product Design &amp; Technology - Wood</a>	57
<a href="#">Health and Physical Education</a>	19	<a href="#">Psychology</a>	59
<a href="#">Languages other than English</a>	20	<a href="#">Systems Engineering</a>	61
<a href="#">Science</a>	21	<a href="#">VET Music</a>	62
<a href="#">Technology</a>	23	<a href="#">Visual Communication and Design</a>	63
		<a href="#">VCE Vocational Major</a>	65
		<a href="#">Literacy</a>	68
		<a href="#">Numeracy</a>	70
		<a href="#">Personal Development Skills</a>	72
		<a href="#">Work Related Skills</a>	74
		<a href="#">Industry Specific Skills – VET</a>	76
		<a href="#">Victorian Pathways Certificate (VPC)</a>	77
		<a href="#">VCE, VM and VPC comparison table</a>	78

# YEAR 8

Kurunjang Secondary College provides a rigorous and comprehensive range of core subjects and has a choice of electives to develop skills and knowledge in areas of interest and strength. Students will choose 4 electives over the year with 2 electives studied in each semester.

## Learning area: THE ARTS

### DRAMA

Drama focuses on developing students' expressive and performance skills by introducing them to a range of dramatic styles and techniques. Theatre styles from all over the world will be explored through practical workshops and research tasks.

### MEDIA

The year 8 media art class focuses on developing students' experiences and skills in digital photography and cinematography. Students will develop their own media products using the technical and symbolic elements of images and text to represent a specific story, purpose and meaning. Students will have the opportunity to work with digital cameras and use software such as PhotoShop and Premier pro to refine their media products.

### MUSIC

Within a rock band setting, students will have the opportunity to learn one or more instruments including: Voice, Keyboard, Guitar, Bass Guitar or Drum Kit. In small rock band groups, students will be taught how to play the instrument of their choice with a view to performance. Within this area of study, students will learn how to read, write, and analyse music.

### STUDIO ART

This program encourages students to express their individual ideas creatively. It provides them with the opportunity to experiment and create art works within the area of drawing, painting, printmaking and mixed media.

### VISUAL COMMUNICATION AND DESIGN

Students learn to use both manual and digital drawing methods in the creation of a range of different tasks including Zentangle Drawings, One-point and 2-point perspective drawing where students create a 3-dimensional city block drawing in 2-point perspective. Students also create their own drink logo and label.

[Return to Contents Page](#)

# Learning area: TECHNOLOGY

## APPLIED COMPUTING

Students in this class will learn how to use computer software to develop a range of creative solutions through the design and development of digital technologies.

Students will learn a range of techniques to utilise data collected by data bases and spreadsheets in the creation of software solutions and web content that is attractive, informative and productive.

## FOOD STUDIES

Students will use the design process to produce a range of foods to cater for a variety of different consumers. Students will spend a majority of their time developing their practical cooking skills to enable the production of a range of foods that are traditionally eaten throughout the day.

You will design and produce meals worthy of a 10 out of 10, and a MasterChef pin!

## PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

Students in this class will gain skills and knowledge of designing and producing garments. Students will learn about fabrics, fashion drawing, fabric printing, and sewing techniques. Students will develop a portfolio of designs, as well as, designing and creating their own garment.

Learning Area: Technology

## PRODUCT DESIGN AND TECHNOLOGY (WOOD)

Students in this class will gain advanced skills and knowledge of designing and making products using timber. Students will be expected to complete a folio of work that consists of developing ideas, undertaking research and development, creating design options, and carrying out pre-production work to enable them to individually plan the construction of the product of their choice.

Students will then manufacture one or more core pieces of work to understand the safe manufacturing techniques, processes, and procedures using a wide range of hand and power tools.

[Return to Contents Page](#)

# YEAR 9

Kurunjang Secondary College provides a rigorous and comprehensive range of core subjects and has a choice of electives to develop skills and knowledge in areas of interest and strength. Each Semester for students will look like the table below with Core subjects in black and elective choices in blue. Students will choose 6 electives over the year with 3 electives studied in each semester. AVID students will choose 4 electives over the year with 2 electives studied each semester as they will automatically complete the AVID study.

<b>Subject</b>	<b>Sessions Per Week</b>
English	4
Literacy	2
Mathematics	4
Science	3
Humanities	3
Health and Physical Education	2
Student success	1
Elective choice	2
Elective choice	2
Elective choice	2

# YEAR 9 CORE SUBJECTS

## ENGLISH

Students will develop an awareness of the way language varies according to its purpose, audience, and context. Students will complete a broad range of written and oral texts and respond critically to a variety of literature and media texts.

## LITERACY

This subject aims to further develop and extend students' literacy skills. Students will work in groups according to their reading comprehension levels. Each level will have targeted lessons ranging from phonological awareness, reading comprehension strategies based on the four resources model by the Department of Education, including Reciprocal Teaching.

## MATHEMATICS

Students will develop their mathematical knowledge and skills in the three strands according to the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statics and Probability.

Students will apply a range of skills to solve problems involving simple interest, algebraic expressions, explain the similarity of triangles, surface area and volume, represent data graphically, and estimate probabilities of events

## SCIENCE

Students will develop key knowledge and skill in understanding the value of scientific enquiry, the applications of science in everyday life, and exploring science as a human activity.

Areas of study will include renewable energy, chemical reactions, the origin of the universe, coordination and control, earthquakes and volcanoes, subatomic particles, electricity and magnetism.

## HUMANITIES

This subject builds upon students' knowledge and skills in understanding the past and present in order to make decisions about the future. Students will investigate the changes that took place in the 20th Century and learn how these have influenced our lives in the 21st Century.

As part of this subject, students will study the Holocaust and World War II, Economics and Business, Geography, and Civics and Citizenship.

## HEALTH AND PHYSICAL EDUCATION

Students will learn and develop greater control and skill in physical activity. They will develop proficiency in a range of high-level movement and manipulative skills whilst devising and employing tactics and strategies to counter pre-emptive challenges.

Students will learn and use training methods to improve their fitness level and participate in sports, games, recreational and leisure activities. During the theory component, students will investigate different components of fitness, body systems, biomechanics and nutrition.

Students will be assessed on participation, attendance, P.E uniform, skill development, fair play, and the theory components.

[Return to Contents Page](#)

# YEAR 9 ELECTIVES

## Learning area: THE ARTS

### DANCE

The Year 9 Dance elective is suited to students who like to dance, who are creative, enjoy practical and physical work and are keen to develop their ability in choreography, advancing their dance skills and be willing to perform in front of their peers, families or friends.

Students will learn to structure movement as they choreograph dances to express their ideas, feelings and experiences. They will learn the language of dance, and to describe movements using elements of dance as they view, discuss, read and write about dance.

Contact Teacher: Ms. Bagnath

### DRAMA

The Year 9 Drama course focuses on developing students' expressive and performance skills by introducing them to a range of dramatic styles and techniques. Theatre styles from all over the world will be explored through practical workshops and research tasks.

Contact Teacher: Mr. Roe

### MEDIA

Students in this class will gain skills and knowledge of the processes involved in making video content for viewing distribution. Students will use a range of formats such as the web, mobile devices, DVD, and Blu-Ray. Students will learn about camera operation techniques, editing, and producing a video product.

Contact Teacher: Ms. Ning

### MUSIC (WHOLE YEAR ELECTIVE)

Within a rock band setting, students will have the opportunity to learn one or more instruments including: Voice, Keyboard, Guitar, Bass Guitar or Drum Kit. In small rock band groups, students will be taught how to play the instrument of their choice with a view to performance.

Within this area of study, students will learn how to read, write, and analyse music. Students will also undergo ear training and a composition component.

It is strongly recommended that students select this elective if they intend selecting Music in Year 10.

It is a prerequisite that students undertaking this subject will be enrolled in Instrumental Music lessons at the school (extra cost attached), to develop the required instrumental performance skills.

Contact Teacher: Mr. Muscat

## STUDIO ART

This program encourages students to express their individual ideas creatively. It provides them with the opportunity to experiment and create art works within the area of drawing, painting, printmaking and mixed media. This elective is particularly suitable for students who are keen to study Studio Arts at the VCE level.

Contact Teacher: Ms. Kindtner/ Ms. Schwabe

## VISUAL COMMUNICATION & DESIGN

Students learn to follow the design process and use both manual and digital drawing methods in the creation of a range of different tasks including creating their own Stencil Art with spray paint, Mascot design that are finished digitally in Photoshop and designing their own Music Poster for a chosen singer or band focusing on Typography and other Design Elements and Principles.

Contact Teacher: Mr. Warren

[Return to Contents Page](#)



## Learning area: ENGLISH

### CREATIVE WRITING

You only learn to be a better writer by actually writing'. If there is a story waiting to come alive inside you, then this elective is for you. Students will contribute to an online Writer's Notebook, edit, and publish their best work. You will study a variety of authors and immerse yourself in their style, try to emulate this in your own writing and increase your capacity to write effectively for a range of audiences and purposes.

Contact Teacher: Mr. Hill

## Learning area: HEALTH AND PHYSICAL EDUCATION

### OUTDOOR EDUCATION

Through outdoor education, young people, develop leadership, teamwork, and networks of relationships while achieving shared goals. The program also encourages communities to support and recognise young people's participation and positive role in society.

Outdoor education gives young people a chance to do something great in their community based on their choice. Young people are able to plan projects, meet new people, build skills and make a difference in their community through volunteering.

Students will take part in First Aid training, responding to emergencies, camps and excursions. As such, there are special conditions to taking this elective. Students are required:

- To attend all camps, excursions, training activities
- To participate in community work and to maintain standards as an ambassador of the college

There may be costs associated with the activities and excursions.

Contact Teacher: Mr. Cullum

### SPORT

"Winning is not everything but making the effort to win is".

Through Sport, students will develop tactical ability, game awareness and strategy. The range of sports covered will build expertise in coaching and umpiring as well as allowing students to participate in Interschool Competitions. Students will also focus on teamwork and problem-solving games and activities, whilst in a practical setting. This elective is practical based.

Contact Teacher: Ms. Tancred or Mr. Cullum

## **Learning area: HUMANITIES**

### **BUSINESS MANAGEMENT**

This elective introduces sees students study the personal motivation behind starting a business. They also research and study the skills and personal characteristics of successful business entrepreneurs, and how these skills and characteristics contribute to business success. In addition, students will gain an understanding of what is involved in starting and operating/running a business, including registering the business name, deciding on the prime function (goal/objective) of the business, its location and legal structure.

Contact Teacher: Mr. Eldridge

### **HISTORY - AUSTRALIA AT WAR 1914-1918**

In this subject, students learn the causes of World War I and the reasons why Australian men enlisted to go to the Great War (1914 – 1918). They study the significant places where Australians fought, including Gallipoli and the Western Front, and explore Australian perspectives and experiences in these places. Students learn about the significant events, turning points of the war and the nature of warfare. From studying this subject, the skills students develop include examining the different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the Great War.

Contact Teacher: Mr. Eldridge

## **Learning area: LANGUAGES OTHER THAN ENGLISH**

### **ITALIAN LANGUAGE (WHOLE YEAR ELECTIVE)**

This course is designed for students who have studied Italian from Year 7 to Year 8 or have a knowledge of Italian to Year 9 level. Students will have the opportunity to build on their prior knowledge of the language, through various topics about Italian cultural life. They will also be given time to engage in conversational Italian.

Contact Teacher: Mr. Costa

## Learning area: SCIENCE

### ENVIRONMENTAL SCIENCE

Environmental Science is a branch of science concerned with the study of climate, global systems and geography. Students will develop key knowledge and skill in understanding the value of scientific enquiry, science as technology, science and society, the applications of science in everyday life, people at work in science, and exploring science as a human activity. Areas of study will include: climate change, global systems and cycles, geography and environmental concerns.

Students will complete experiments, practical reports, research assignments and topic tests.

Contact Teacher: Ms. Babu / Ms. Moore

## Learning area: TECHNOLOGY

### APPLIED COMPUTING

Students in this class will learn how to use computer software to develop a range of creative solutions through the design and development of digital technologies.

Students will learn a range of techniques to utilise data collected by data bases and spreadsheets in the creation of software solutions and web content that is attractive, informative and productive.

Adobe Dreamweaver and Photoshop will be used in the creation of websites.

Contact Teacher: Mr. Pohlen

### AUTOMOTIVE

Students in this class will gain advanced skills and knowledge of mechanical standards. Students will learn about engines, maintenance, mechanical engineering, and Occupational Health and Safety practices,

Students will focus on correct terminology, work safe standards, and rebuilding a single cylinder engine.

Contact Teacher: Mr. Huynh

## FOOD STUDIES

Explore the foods and cooking of the Aboriginal and Torres Strait Islander peoples to the British settlers, and from there delve into the melting pot of international cuisines that have shaped the varied and unique palate of Australia.

Our love of multicultural dishes would not have been possible without those who shared their food and recipes.

You will design and produce meals worthy of a 10 out of 10, and a MasterChef pin!

Also, you will learn how Australia maintains a safe food supply and ensures that food labelling adheres to strict standards to protect consumers.

Contact Teacher: Mr. Beckley/ Ms. Nasr

## PRODUCT DESIGN & TECHNOLOGY (TEXTILES)

Students in this class will gain skills and knowledge of designing and producing garments.

Students will learn about fabrics, fashion drawing, fabric printing, and sewing techniques.

Students will develop a portfolio of designs, as well as, designing and creating their own garment.

Contact Teacher: Mr. Beckley

## PRODUCT DESIGN & TECHNOLOGY (WOOD)

Students in this class will gain advanced skills and knowledge of designing and making products using timber. Students will be expected to complete a folio of work that consists of developing ideas, undertaking research and development, creating design options, and carrying out pre-production work to enable them to individually plan the construction of the product of their choice.

Students will then manufacture one or more core pieces of work to understand the safe manufacturing techniques, processes, and procedures using a wide range of hand and power tools.

Contact Teacher: Mr. Hassan

## SYSTEMS ENGINEERING (ROBOTICS)

Students in this class will learn about the innovative practices of the robotics industry. They will study the history of robotics and look into the future of robotics. They then design and build a robot of their own, including robotic overlays and program this robot to complete a variety of challenges, using the skills and knowledge gained through the course.

Contact Teacher: Ms. McDonald

[Return to Contents Page](#)

# YEAR 10

Kurunjang Secondary College provides a rigorous and comprehensive range of core subjects and has a choice of electives to develop skills and knowledge in areas of interest and strength for all students.

Year 10 course	
Semester 1	Semester 2
English	English
Mathematics	Mathematics
Humanities	Science*
Art OR Technology	Elective*
Elective*	Elective*
Elective*	Elective*

- students are able to choose a subject from any of the elective groups with a limit of no more than 3 choices from any one group)

All subjects have 4 periods over the course of the week.

# YEAR 10 CURRICULUM STRUCTURE

Year 10 students will study 12 semester length units (six during Semester 1, six during Semester 2).

Within the 12 units, students will be required to include:

- 2 units of English across the whole year.
- 2 units of Mathematics across the whole year.
- (Year 10 Mainstream Maths or Year 10 Enhanced Mathematics)

Students will also need to choose at least one

- Humanities elective from the Humanities group.
- Science elective from the Science group.
- Arts or Technology elective from the Art or Technology group.

The remaining 5 choices can be made up from any of the subject groupings however students should not have any more than 3 electives from any one group.

The electives students choose must reflect a career pathway, interests, and skills after careful consideration and discussion with parents.

The elective subjects provided are those that will assist students to specialise in particular studies for VCE, VCAL and VET.

All preferences for electives must be considered carefully as students cannot be guaranteed of their choices as subjects with a small number of students will often not be put on the timetable. It is important to note that Year 10 students may begin a Year 11 VCE subject which will take up the place of two electives.

Students must have excellent attendance and results to be considered for VCE acceleration. Details of the VCE subjects are provided in the Year 11 Subject Handbook which is also available on Compass.

**In order to be considered for this acceleration students must complete the VCE acceleration application form and provide it to the VCE leader Ms. Ryan.**

[Return to Contents Page](#)

# CORE SUBJECTS (ALL YEAR)

## Learning area: ENGLISH

### ENGLISH

Students will hone their skills in the detailed study of various texts, while focusing on written communication and oracy. All tasks are designed to consider purpose and audience. Students will also learn to respond critically to issues presented in the media.

Students will develop a folio of written pieces with evidence of the key elements of the writing process.

Students will read assigned texts and undertake written tasks that reflect their knowledge and analysis of the key themes and issues presented by the authors.

Students will explore a range of current media issues and develop an understanding of how writers use language to position and persuade readers. Students will use a current issue to analyse and respond in a detailed piece of writing.

Students will also study a film as text and use similar skills and strategies to analyse key themes and issues presented by the film maker.

In addition, students will maintain a workbook which will contain detailed, and organised notes during the study process. It will also contain all learning tasks assigned by teachers, as well as evidence of the writing process that includes drafts.

## Learning area: MATHEMATICS

### MATHEMATICS

Students will develop their mathematical knowledge and skills in one of the two Mathematics streams offered at Year 10.

Mainstream Mathematics will prepare students for VCE General Mathematics. Topics covered are Pythagoras' Theorem, trigonometry, linear equations, statistics, financial mathematics, matrices and networks.

Enhanced Mathematics will prepare students for VCE Mathematical Methods and General Mathematics. Topics covered are Pythagoras' Theorem, trigonometry, linear algebra, surds, simultaneous equations, indices, quadratic functions, and circular functions.

Students will choose either stream based on their Year 9 mathematics results, teacher feedback and teacher recommendations.

Students will demonstrate their knowledge and skills through Learning Tasks, unit tests, assignments, projects, and exams at the end of each semester.

# ELECTIVES (SEMESTER BASED, UNLESS OTHERWISE STIPULATED)

## Learning area: THE ARTS

### DANCE

The Year 10 Dance elective aims to develop technical and physical skills such as a balance, control, and flexibility. Students will work towards creating short duet or trio routines through expressive intention and choreographic devices. They will learn skills in relation to space, aerial and floor pathways, stage direction and positioning. Students will also experience performance management, props, costumes, lighting, sound, and set design.

Assessment will be based on technique, choreography, dance history, incursions, excursions, and performance. Students must participate 100% in all practical classes.

Subject Contact: Ms. Bagnath

### DRAMA

The Year 10 Drama course focuses on developing students' expressive and performance skills by introducing them to a range of dramatic styles and techniques. Theatre styles from all over the world will be explored through practical workshops and research tasks.

Students will study Australian theatre, looking at character development, stagecraft elements, dramatic elements, performance analysis, and expressive skills.

From there, students will go on to learn about non-naturalistic artists such as Brecht.

They will be introduced to complex playmaking techniques with a view to develop and create an ensemble and solo performance.

Assessment will be based on a folio of drama notes, participation in all class activities and active participation in all performances, research assignments. There will also be live theatre performances to attend.

Subject Contact: Ms. Tremoulis

### MEDIA

Students will have the opportunity to create their own media forms, such as photography, short film and animation as well as the theory behind filmmaking and film analysis. This is a practical based introduction to video production, designed for students who are interested in pursuing further study in video or film production.

The course also encourages effective collaboration with peers and careful consideration of the final output of the video product to appropriate media formats.

The topics that will be covered are, script development, storyboarding, the operation of equipment, the principles of video editing, titles and special effects.

Assessment will be based on the completion and participation of theoretical class work and tests, practical class work and projects, effective use of software, and the collation of a digital portfolio of all preparation and final files.

Subject Contact: Ms. Ning



## MUSIC (FULL YEAR ELECTIVE)

Within a rock band setting, students will have the opportunity to learn one or more instruments including: Voice, Keyboard, Guitar, Bass Guitar or Drum Kit. In small rock band groups, students will be taught how to play the instrument of their choice with a view to performance.

Within this area of study, students will learn how to read, write, and analyse music. Students will also undergo an ear training and composition component.

It is strongly recommended that students select this elective if they intend selecting VET Music.

It is a prerequisite that students undertaking this subject will be enrolled in Instrumental Music lessons at the school, to develop the required instrumental performance skills.

There may be extra costs associated with this elective choice.

Subject Contact: Mr. Muscat

## STUDIO ART

This elective aims to enhance knowledge of the visual language through the understanding of the elements and principles of art.

Students will develop an ability to critically review and analyse artworks, as well as, develop their creativity and technical skills.

Students will experiment with a variety of media in projects.

Students will learn about, tone, line, drawing from life and imagination, colour theory, painting, art history, use of a visual diary, print making techniques, and art theory.

Students in this class may also develop skills in drawing, design, and clay techniques. Some of the topics may include, 3D activities in paper and card, wire, and plaster, art studies and theory, and an annotated visual diary.

Subject Contact: Ms. Kindtner/Ms. Schwabe

## VISUAL COMMUNICATION & DESIGN

Year 10 Visual Communication Design provides students with the opportunity of developing their manual and digital drawing skills by using a variety of media, design elements and principles in all 3 design fields. Students design a logo and branding in the Communication Design field working with typography and imagery. In the Environmental Design field students focus on architectural drawings and design in creating accommodation spaces and focus on product design within the Industrial design field. Students intending to pursue VCE Visual Communication and Design are encouraged to select this elective in Year 10.

Subject Contact: Mr. Warren

## Learning area: HUMANITIES

### BUSINESS MANAGEMENT

This elective introduced students to the world of business and the economy. Students explored the nature of small businesses and how they are managed, the importance of innovation, the role the government can play in promoting innovation and enterprise in the economy, and the positive contributions small businesses make to the Australia economy.

Subject Contact: Mr. Eldridge

### HISTORY

In this history elective students study the changes that have occurred in the 20th Century post WWII. This includes the fight for Civil Right in Australia and abroad and the Cold War. This subject is perfect for students wishing to continue on the path of history from year 9 to continue to develop their understanding of why the world today is the way it is.

Subject Contact: Mr. Eldridge

### LEGAL STUDIES

In this subject, students examine the key principles of Australia's justice system including the need for laws, the jurisdiction and need for a court hierarchy, and the concept of precedent. Students also compare criminal and civil law with respect to concepts such as the burden and standards of proof, the purposes of laws and the ability of rulings to achieve their purposes. Students apply their understanding to real and hypothetical case studies.

Subject Contact: Mr. Eldridge

### POLITICS

In this elective, students will navigate the Australian political landscape with an introduction to Political Studies. In this subject, students will explore the structure of the Australian political system, the role of political parties, the development of government policies. Students will apply their understanding to current political affairs and events, both locally, nationally, and internationally.

Subject Contact: Mr. Eldridge

[Return to Contents Page](#)

# Learning area: HEALTH AND PHYSICAL EDUCATION

## HEALTH AND HUMAN DEVELOPMENT

This elective develops an understanding of the many dimensions of health – physical, social, emotional, mental, and spiritual. The course has a direct link to the VCE subject of the same name and aims to prepare students for VCE. Students will learn:

- the definitions and measurements of health status
- differences between health
- role of nutrition in physical development.

In addition, students will learn about the role of The United Nations and the World Health Organisation as well as, understanding aid agencies and the assistance they provide.

Assessment will be based on class activities and exercises, investigation projects, presentations and evaluations.

Subject Contact: Mr. Green

## PHYSICAL EDUCATION

Through a range of sports, students will develop greater responsibility by taking on an instructional role for class members. This elective also covers theoretical components which will provide the basis of knowledge required for students wanting to study VCE Physical Education. Some of the practical topics are Thunderhoc, indoor and outdoor sports, and peer group instruction. In addition, the theory topics will cover the skeletal system, muscular system, cardio respiratory system, and biomechanics. Students will learn about the nutrients required for energy production, the energy systems, fitness components, and performance enhancing behaviour. Assessment will be based on classwork, Learning Tasks, Peer Instruction Lesson, exam, and practical participation.

Subject Contact: Mr. Green and Mr. Williams

## OUTDOOR EDUCATION

In Outdoor Education, students will recognise the importance of outdoor experiences through their personal, and social development. They will develop their skills of problem solving and decision making in several Outdoor Education excursions. Student participation in a range of activities will also enable them to develop their ability to:

- Orientate maps, read a compass and complete an orienteering route
- Describe and discuss changing climates, variables, and solutions
- Locate and select relevant information from sources and evaluate evidence
- Apply existing skills to new and more challenging outdoor adventure activities include an overnight camp

There may be costs associated with the activities and excursions.

Subject Contact: Mr. Baker

[Return to Contents Page](#)

## Learning area: LANGUAGES OTHER THAN ENGLISH

### ITALIAN LANGUAGE (TWO SEMESTER ELECTIVE)

The course is designed for those students who are considering studying Italian at VCE. Students must have studied the language from Year 7 to Year 9 or have a knowledge of Italian to Year 10 level. Students will have the opportunity to increase their vocabulary and write more complex sentences through various topics about Italian cultural life. They will also be given time to engage in conversational Italian.

Contact Teacher: Mr. Costa

[Return to Contents Page](#)

## Learning area: SCIENCE

### BIOLOGY

Biology is a branch of science concerned with the study of living things or organisms. Students will explore questions such as what is life. What does it mean to be alive? You are alive, the lizard in the tank is alive, and so are our pets. What about the rain? The Snow falling? Are they alive? How about a wooden chair? It isn't alive but what it is made from once was.

These questions are the crux of biology. Students will learn about the biochemical processes that define life, learn about the immune system and also about many of the cellular processes. This unit will also give students an insight into natural selection and evolution.

Students who want to study VCE Biology are recommended to take this elective in Year 10.

Assessment will be based on experiments, practical reports, research, topic tests and an end of semester exam.

Subject Contact: Ms. Moore / Ms. Babu

### CHEMISTRY

Students will investigate the atom – electronic configurations, isotopes, and bonding. Students will also learn about Stoichiometry calculations, energy from the nucleus –radioactivity, nuclear fission and fusion, chain reactions, nuclear reactors, and the atom. In Carbon Chemistry, students will focus on pathways and reactions.

Assessment will also be based on experiments, practical reports, research projects, topic tests, and an end of semester exam.

Students intending to undertake VCE Chemistry are recommended to take this elective in Year 10.

Subject Contact: Ms. Davey / Ms. Sinclair

### GENERAL SCIENCE

General science is an overall study of minor sub-branches of science that are often overlooked in core subjects. This subject is recommended for students who are not considering studying Science at a VCE level.

Students will develop key knowledge and skill in understanding the value of scientific enquiry, science as technology, science and society, the applications of science in everyday life, people at work in science, and exploring science as a human activity.

Areas of study will include Forensics, misconceptions and conspiracies within science, zoology and global systems.

Students will complete experiments, practical reports, research assignments, topic tests, and an end of semester exam.

Subject Contact: Ms. Babu / Mr. Tremoulis

## PHYSICS

Students who choose Physics will study a range of topics drawn from the following three areas; Explaining the motion of objects using the interaction of forces and the exchange of energy and describing motion using the laws of physics.

The interaction of magnets and how they are used in the generation of electricity and the operation of motors.

How electric circuits are designed for diverse purposes using different components; and how the operation of circuits can be explained by the concepts of voltage and current.

Assessment will also be based on experiments, practical reports, research projects, topic tests, and an end of semester exam.

Students intending to undertake VCE Physics are recommended to take this elective in Year 10.

Subject Contact: Ms. Sinclair

## PSYCHOLOGY

Why do we do what we do? What impacts our decisions, thoughts and feelings?

Students will learn the difference between psychology and psychiatry, the development of individual behaviour – nature versus nurture, sports psychology, clinical psychology, research, and adolescent health.

Students will complete research investigations, and learn and present about a field of psychology.

Assessment will also be based on reviews of research, completion of a scientific poster on a clinical disorder, research on risk taking behaviours during adolescence, and an end of semester exam.

Students intending to undertake VCE Psychology are recommended to take this elective in Year 10.

Subject Contact: Ms. Ryan/Ms. Sant

[Return to Contents Page](#)

# Learning area: TECHNOLOGY

## APPLIED COMPUTING

Computing is an integral part of our lives and will become more so in the future. Understanding digital technology and developing skills in this area is a way of future-proofing for your personal and working life.

This course develops your understanding and skills in online systems and networks, computing, digital design and programming. It also explores the how and why of the digital world. In addition, it develops creative problem-solving skills through the design and development of digital technologies.

What do you do?

- investigate online systems and browser technologies, considering privacy and security requirements
- develop an understanding of how digital technology functions and the skills to create digital technology yourself
- learn about designing and evaluating user-friendly solutions
- design algorithms and data structures that drive software
- learn programming and computational thinking through the design of programs.

Contact Teacher: Mr. Pohlen

## AUTOMOTIVE

Students in this class will gain advanced skills and knowledge of mechanical standards. Students will learn about engines, maintenance, mechanical engineering, and Occupational Health and Safety practices,

Students will focus on correct terminology, Worksafe standards, and rebuilding a single cylinder engine.

Contact Teacher: Mr. Huynh

## FOOD STUDIES

This elective will develop an understanding of health and nutrition in Australia. Students will learn about meal planning, budgeting, sustainability, and the influences on food choices – advertising and labelling.

Students will also examine modern Australia and its multicultural influences. There will be a focus on safe food handling, hygiene, safety, storage, preparation and cooking techniques.

Students will spend a significant proportion of class time on the theoretical components of the subject and some of the time in practical cooking sessions.

Assessment will be based on class work, investigation projects, and presentations, design briefs, written tasks as well as practical food production.

Subject Contact: Mr. Beckley/Ms. Nasr

## PRODUCT DESIGN & TECHNOLOGY- WOOD (FULL YEAR ELECTIVE)

Students in this class will gain advanced skills and knowledge of joinery, and the safe use of portable power tools is a feature of this course.

Students will focus on the appropriate use of materials for specific purposes, enhanced problem-solving skills, and develop an understanding of the relationships between materials, products, and design.

Students will develop an awareness of material costs, and apply accepted graphic techniques to designs, and to produce working plans.

Assessment will be based on the use of safe and skillful techniques, completion of all set practical work, completion of all homework and assignments.

Students intending to take VCE Wood are encouraged to complete Year 10 Wood.

Subject Contact: Mr. Hassan

## SYSTEMS ENGINEERING (ROBOTICS)

Programming languages and robots are all around. Discover ways in which to program and use robots to assist lives, and to have fun...

Do you like to know why things work the way they do?

Do you want to start to learn how to code and even compete against others (from our school and possibly interregional or interstate???)

Do you want to become an engineer or work with programming languages?

To begin to discover the world you are going to be living in and more, select this elective.

We will be covering different programming languages used today and in the future for robot control. We will be investigating the future that you will be going into. We will be looking at the electronics behind the mysteries that is today's electronic world.

It is recommended that students wanting to study VCE Systems Engineering undertake this elective.

Assessment will be based on Learning Tasks, class activities, reports, and an end of semester exam.

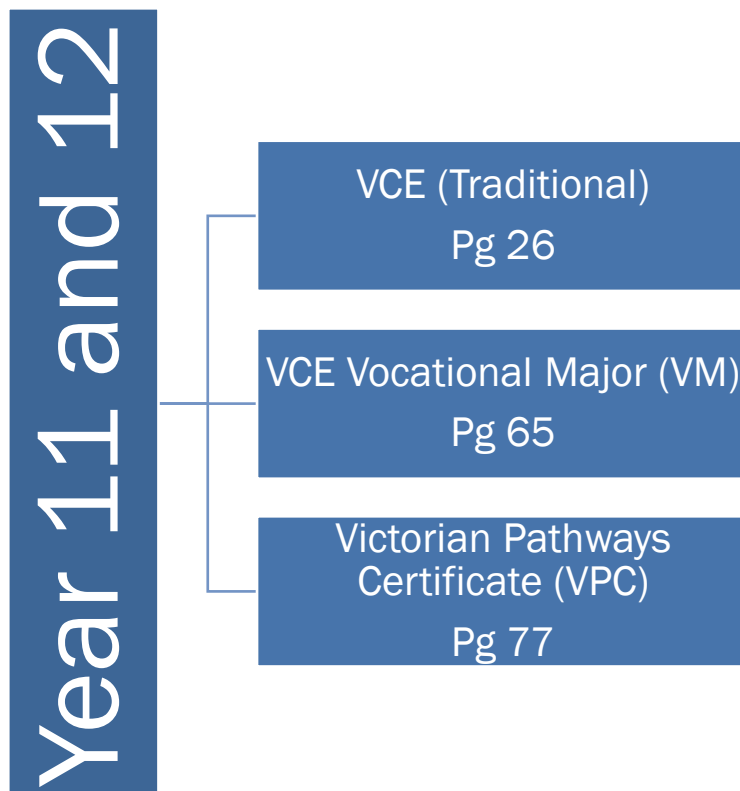
Subject Contact: Ms. McDonald

[Return to Contents Page](#)



# YEAR 11 & 12

Year 11 and 12 has now changed in 2023. There are three options. These are discussed in more detail below.



# TRADITIONAL VCE at KSC

## About VCE

The Victorian Certificate of Education (VCE) is generally completed over a two-year period. You may complete it over an extended period for special circumstances. You may select from over 30 studies or subjects. Each study is made up of at least four semester or half yearly (semester length) units.

Unit 1 and 2 are usually taken in Year 11. Units 3 and 4 are usually taken in Year 12. Units 1 and 2 may be taken separately, but units 3 and 4 must be taken together as a sequence. It is not always advisable, but you can begin most studies at Unit 2 or 3 without having studied the previous unit. Over the two VCE years, most students will undertake 24 semester length units.

## VCE Requirements

To earn your VCE, you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete: **VCE English**

At least three units from the English group listed below:

- English Units 1 to 4
- English as an Additional Language (EAL) Units 3 and 4
- Literature Units 1 to 4 (only offered in 2022 if there is suitable student demand)

## Assessment and the VCE

Each unit has Areas of Study which contain standards or “Outcomes”. An Outcome comprises of the skills and knowledge you must attain and know by the time you finish a unit.

Each VCE unit includes two, three or four Outcomes. You must satisfactorily complete all Outcomes to satisfactorily complete that unit. Outcomes:

- set out what is expected of you so that you are clear about what is required
- help you work consistently and productively throughout the year
- provide you with experience in different ways of learning

For units 1, 2, 3 and 4, satisfactory achievement of all Outcomes is the decision of the school. For Units 1 and 2, levels of achievement are measured by performance in School Assessed Tasks. For Units 3 and 4, there are three ways of measuring levels of achievement.

## Types of assessment within the VCE

**School Assessed Coursework (SAC)** -Internal This is based on assessment of each student's overall level of achievement on the Assessment Tasks designated in the study design. School Assessed Coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

**School Assessed Tasks (SAT)** -Internal These are projects, models, folios or pieces of work. They usually occur in Media Studies, Studio Arts, and Visual Communication and Design, Design and Technology, and Food Studies.

**Examinations** - External All level 3 and 4 sequences have at least one examination. Drama, Music and languages, have performance or oral examinations at differing times.

[Return to Contents Page](#)

# Applied Computing

## Unit 1: Data analysis & Programming

### Unit of study (AOS) details:

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

## Unit 2: Innovative solutions & Network security

### Unit of study (AOS) details:

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- a folio of exercises or software solutions and a written report
- a presentation (oral, multimedia, visual) to present findings or software solutions
- a written report
- an annotated visual report
- a case study with structured questions
- the design of a wireless network or a working model of a wireless network

Please contact Mr. Pohlen if you have any questions about this subject.

[Return to Contents Page](#)

# Art Making and Exhibiting

## Unit 1: Explore, expand and investigate

### **Unit of Study (AOS) details:**

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. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. 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. Throughout their investigation students become aware of and understand the safe handling of materials they use.

## Unit 2: Understand, develop and resolve

### **Unit of Study (AOS) details:**

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, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

## Unit 3: Collect, extend and connect

### **Unit of Study (AOS) details:**

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. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

## Unit 4: Consolidate, present and conserve

### **Unit of Study (AOS) details:**

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. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- Extended responses
- Selection of exploratory work
- Short answer responses
- Folio of design and artworks
- Examinations

Please contact Ms. Schwabe if you have any questions about this subject.

[Return to Contents Page](#)

# Australian and Global Politics

## Unit 1: Ideas, Actors, and Power

### **Unit of study (AOS) details:**

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

## Unit 2: Global Connections

### **Unit of study (AOS) details:**

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

## Unit 3: Evaluating Australian democracy

### **Unit of study (AOS) details:**

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice.

## Unit 4: Australian public policy

### **Unit of study (AOS) details:**

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

# Assessment

The types of assessment tasks you may be required to do for this subject are:

- Essays
- Research reports
- Analytical exercises
- Tests
- Oral presentations
- Multimedia presentations
- Examinations

Please contact Mr. Eldridge if you have any questions about this subject.

[Return to Contents Page](#)



# Biology

## Unit 1: How do organisms regulate their functions?

### Unit of Study (AOS) details:

In this unit 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?

### Unit of Study (AOS) details:

In this unit 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.

## Unit 3: How do cells maintain life?

### Unit of Study (AOS) details:

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.

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

### Unit of Study (AOS) details:

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.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- Practical activities or investigations
- Multimedia or web page presentations
- Response to a media article
- Annotated poster
- Data analysis
- Short tests
- Oral presentations
- Written reports
- Examinations

Please contact Mr. Kovacevic if you have any questions about this subject.

# Business Management

## Unit 1: Planning a business

### **Unit of Study (AOS) details:**

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

## Unit 2: Establishing a business

### **Unit of Study (AOS) details:**

In this unit students examine the legal requirements that must be met 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 analyze management practices by applying key knowledge to contemporary business case studies from the past four years.

## Unit 3: Managing a business

### **Unit of Study (AOS) details:**

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

## Unit 4: Transforming a business

### **Unit of Study (AOS) details:**

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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

# Assessment

The types of assessment tasks you may be required to do for this subject are:

- A case study analysis
- Short-answer and extended-answer structured questions
- A business research report
- An interview with and a report on a chosen business
- A school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis
- Examinations

Please contact Mr. Eldridge if you have any questions about this subject.

# Chemistry

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

### Unit of Study (AOS) Details:

In this unit 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 through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

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

### Unit of Study (AOS) Details:

In this unit 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. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

## Unit 3: How can chemical processes be designed to optimise efficiency?

### Unit of Study (AOS) Details:

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

## Unit 4: How are organic compounds categorised, analysed and used?

### Unit of Study (AOS) Details:

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

# Assessment

The types of assessment tasks you may be required to do for this subject are:

- Practical work
- Analysis and evaluation
- Summary reports
- Scientific posters or multimedia presentations
- Tests
- Modelling or simulation activity
- Examinations

Please contact Mr. Geros if you have any questions about this subject.

[Return to Contents Page](#)

# Drama

## Unit 1: Introducing Performance Styles

### **Unit of Study (AOS) Details:**

In this unit, students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

## Unit 2: Australian Identity

### **Unit of Study (AOS) Details:**

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

## Unit 3: Devised ensemble performance

### **Unit of Study (AOS) Details:**

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol.

## Unit 4: Devised solo performance

### **Unit of Study (AOS) Details:**

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations.

# Assessment

The types of assessment tasks you are required to for this subject are:

- Drama Journal
- Ensemble Performance
- Solo Performance
- Performance Analysis (Reflective)
- Professional Performance Analysis (Excursion)
- Examinations

Please contact Ms. Tremoulis or Ms. Bagnath if you have any questions about this subject.

[Return to Contents Page](#)



# English and EAL

## (English as an Additional Language)

### Unit 1

#### **Unit of study (AOS) details:**

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. The students engage with and develop an understanding of effective and cohesive writing.

### Unit 2

#### **Unit of study (AOS) details:**

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open meanings in a text, and to extend their writing in response to text. The students consider the way arguments are developed and delivered in many forms of media.

### Units 3 and 4

#### **Unit of study (AOS) details:**

English and English as an Additional Language (EAL) at the senior levels (Units 1 through to 4) continues to develop and seeks to consolidate the knowledge and skills students have acquired and explored through the F–10 classrooms. However, the knowledge and skills will be applied to increasingly sophisticated texts at the senior level. Students develop their own responses to these texts from personal engagement through to critical analysis, applying and refining their capacity for inferential reading and viewing as they grapple with many possible levels of meaning that can be extracted by a reader.

### Assessment

The types of assessment tasks you may be required to do for this subject are:

- Personal or analytical response to set text
- Two student-created texts
- A description of writing process
- Note-form summaries
- Oral presentation
- An analysis of the use of argument and persuasive language and techniques in texts
- Examinations

Please contact Mr. Hill if you have any questions about this subject.

[Return to Contents Page](#)

# Food Studies

## Unit 1: Food Origins

### **Unit of study (AOS) details:**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students consider the origins and significance of food through inquiry into one food-producing region of the world. In Area of Study 2 students look at Australian indigenous food prior to European settlement and how food patterns have changed and investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

## Unit 2: Food Makers

### **Unit of study (AOS) details:**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

## Unit 3: Food in daily life

### **Unit of study (AOS) details:**

In this unit students investigate the many roles and everyday influences of food. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

## Unit 4: Food issues, challenges and futures

### **Unit of study (AOS) details:**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. Students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- Productions
- Oral presentations
- Design
- Demonstration
- Written report
- Written Analysis
- A video
- Examinations

Please contact Mr. Beckley if you have any questions about this subject.

[Return to Contents Page](#)

# Health and Human Development

## Unit 1: Understanding Health and Wellbeing

### Unit of study (AOS) details:

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

## Unit 2: Managing health and Development

### Unit of study (AOS) details:

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of 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.

## Unit 3: Australia's health in a globalised world

### Unit of study (AOS) details:

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO).

## Unit 4: Health and human development in a global context

### Unit of study (AOS) details:

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease 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 burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

# Assessment

The types of assessment tasks you may be required to do for this subject are:

- a short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis
- examinations

Please contact Ms. Tancred or Mr. Green if you have any questions about this subject.

[Return to Contents Page](#)

# History

## Unit 1: Modern History

### Unit of study (AOS) details:

In this unit 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.

## Unit 2: Modern History

### Unit of study (AOS) details:

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

## Units 3 and 4: Australian History

### Unit of study (AOS) details:

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- Essays
- Research reports
- Analytical exercises
- Tests
- Oral presentations
- Multimedia presentations
- Examinations

Please contact Mr. Eldridge if you have any questions about this subject.

[Return to Contents Page](#)

# Legal Studies

## Unit 1: Guilt and liability

### Area of Study (AOS) details:

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

## Unit 2: Sanctions, remedies and rights

### Area of Study (AOS) details:

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

## Unit 3: Rights and justice

### Area of Study (AOS) details:

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters 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. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## Unit 4: The people and the law

### Area of Study (AOS) details:

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session
- examinations

Please contact Mr. Eldridge if you have any questions about this subject.

[Return to Contents Page](#)



# Mathematics: General Mathematics

## Units 1 and 2: General Mathematics

### Unit of Study (AOS) details:

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, networks and geometric constructions, algorithms, 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. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

## Units 3 and 4: General Mathematics

### Unit of Study (AOS) details:

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics. General 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 of General Mathematics Units 3 and 4.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- Tests
- Assignments
- Summary or Review Notes
- Modelling or Problem-Solving Tasks
- Mathematical Investigations
- Examinations

Please contact Mr. Ronalds if you have any questions about this subject.

[Return to Contents Page](#)

# Mathematics:

# Mathematical Methods

## Co-requisite

Students wishing to study Specialist Mathematics Units 1 & 2 MUST also undertake Mathematical Methods Units 1 & 2 at the same time.

## Units 1 and 2: Mathematical Methods

### Unit of Study (AOS) details:

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.

## Units 3 and 4: Mathematical Methods

### Unit of Study (AOS) details:

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- Tests
- Assignments
- Summary or Review Notes
- Solutions to sets of worked questions
- Mathematical Investigations
- Examinations

Please contact Mr. Ronalds if you have any questions about this subject.

[Return to Contents Page](#)

# Media Studies

## Unit 1: Media forms, representations and Australian stories

### Unit of Study (AOS) details:

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

## Unit 2: Narrative across media forms

### Unit of Study (AOS) details:

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

## Unit 3: Media narratives and pre-production

### Unit of Study (AOS) details:

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

## Unit 4: Media production and issues in the media

### Unit of Study (AOS) details:

In this unit students focus on the production and post-production stages of the media production process. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- radio or audio sequences
- audiovisual or video sequences
- photographs
- print layouts
- multimedia sequences or presentations
- posters
- tests
- written responses
- oral reports
- examinations

Please contact Ms. Ning if you have any questions about this subject.

[Return to Contents Page](#)

# Physical Education

## Unit 1: The human body in motion

### Unit of study (AOS) details:

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

## Unit 2: Physical activity, sport and society

### Unit of study (AOS) details:

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. 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.

## Unit 3: Movement skills and energy for physical activity

### Unit of study (AOS) details:

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and 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 correct application of these principles can lead to improved performance in physical activity and sport.

## Unit 4: Training to improve performance

### Unit of study (AOS) details:

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. 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 analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

# Assessment

The types of assessment tasks you may be required to do for this subject are:

- a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement. Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:
- practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- structure questions
- examinations

Please contact Mr. Mann or Mr. Pohlen if you have any questions about this subject.

[Return to Contents Page](#)

# Physics

## Unit 1: How is energy useful to society?

### Unit of Study (AOS) details:

In this unit 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?

### Unit of Study (AOS) details:

In this unit 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. 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. Students 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. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

## Unit 3: How do fields explain motion and electricity?

### Unit of Study (AOS) details:

In this unit 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?

### Unit of Study (AOS) details:

In this unit, 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

The types of assessment tasks you may be required to do for this subject are:

- Annotated folio of practical activities
- A modelling or simulation activity
- Problem-solving involving physics concepts and/or skills
- Reports or scientific poster
- An explanation of a selected physics device, design, or innovation
- Summary report of practical investigation
- Examinations

Please contact Ms. Sinclair if you have any questions about this subject.

[Return to Contents Page](#)



# Product Design & Technology - Wood

## Unit 1: Sustainable Product Redevelopment

### Unit of Study (AOS) details:

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

## Unit 2: Collaborative Design

### Unit of Study (AOS) details:

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

## Unit 3: Applying the product design process

### Unit of Study (AOS) details:

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centered design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

## Unit 4: Applying the product design process

### Unit of Study (AOS) details:

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- a design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- a finished product and records of production and modifications.
- examinations

Additionally, suitable tasks for assessment may be selected from the following:

- an oral presentation supported by notes and/or visual materials
- a short-written report that includes materials testing or trialing activities, industry visits, technical reports
- a case study analysis

Please contact Mr. Hassan if you have any questions about this subject.

[Return to Contents Page](#)

# Psychology

## Unit 1: How are behavior and mental processes shaped?

### Unit of Study (AOS) details:

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

### Unit of Study (AOS) details:

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

### Unit of Study (AOS) details:

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.

## Unit 4: How is mental wellbeing supported and maintained?

### Unit of Study (AOS) details:

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

The types of assessment tasks you may be required to do for this subject are:

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- Literature reviews
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- Examinations

Please contact Ms. Sant or Ms. Ryan if you have any questions about this subject.

# Systems Engineering

## Unit 1: Mechanical systems

### Unit of Study (AOS) details:

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components.

## Unit 2: Electrotechnological systems

### Unit of Study (AOS) details:

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- documentation of the systems engineering process using one or more of:
  - a multimedia/simulation presentation
  - an electronic portfolio
  - a brochure
  - a poster
  - a written report
- production work to create an electrotechnological system
- practical demonstrations
- an oral presentation

[Return to Contents Page](#)

# VET Music - CUA30915

## Certificate III in Music Industry – (Performance - VCE)

**ADDITIONAL REQUIREMENT: Students undertaking VET Music WILL be enrolled in Instrumental music lessons. The cost of lessons is included in the VET fees.**

Students will undertake a 2-year VCE/VET Course. At the competent conclusion of the course, a Nationally recognised Certificate III in Music Industry (Performance) will be awarded.

Students will need to competently complete eleven (11) Units of Study over two (2) years.

Six (6) Units in Year 1 (Year 11) and five (5) Units in Year 2 (Year 12) with an ATAR scored Units 3 & 4 VCE.

The Units of Study may include:

Year 11 Units:

- CUAIN303 - Work Effectively in the Music Industry
- BSBWHS201 - Contribute to Health and Safety
- CUAMLT303 - Notate Music
- CUAMLT302 - Apply Knowledge Style Genre Music Industry Practice
- CUAMPF203 - Develop Ensemble Skills Playing Singing Music
- CUACMP301 - Implement Copyright Arrangements

Year 12 – ATAR Scored Assessment

- CUAMPF301 - Develop Technical Skills in Performance
- CUAMPF302 - Prepare for Performances
- CUAMPF402 - Develop and Maintain Stagecraft Skills
- CUAMPF305 - Develop Improvisation Skills
- CUAMPF404 - Perform Music as Part of a Group **OR** CUAMPF402-Perform Music as a Soloist

Please contact Mr. Muscat if you have any questions about this subject.

[Return to Contents Page](#)

# Visual Communication and Design

## Unit 1: Introduction to visual communication design

### Unit of Study (AOS) details:

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

## Unit 2: Applications of visual communication within design fields

### Unit of Study (AOS) details:

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

## Unit 3: Visual communication design practices

### Unit of Study (AOS) details:

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

## Unit 4: Visual communication design development, evaluation and presentation

### Unit of Study (AOS) details:

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials
- a presentation using digital technologies
- examinations

Please contact Mr. Warren if you have any questions about this subject.



# VCE Vocational Major (VM) at KSC

## About the VCE Vocational Major (VM)

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 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; and empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

### **Vocational Major Requirements:**

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

### **Assessment in the Vocational Major:**

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

## The General Achievement Test and the Vocational Major

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The reformed GAT follows a comprehensive review conducted by the VCAA. It will see Victoria join other jurisdictions who already incorporate literacy and numeracy standards as part of their senior secondary reporting. The GAT will provide specific information on each student's key skills for life beyond school.

The GAT is an essential part of the VCE assessment process.

No special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.

## Vocational Major (VM) sample timetable

The VM week goes over three days at Kurunjang Secondary College, the other weed day is typically VET day, where students attend their enrolled VET course at their host school, the other day is dedicated to work placement. It is expected that all students find and attend work placement weekly. For some courses, work placement is a requirement to fulfil the competencies in their VET course. Work placement experience is so valuable for future employment opportunities and job ready skills.

A typical week for a VM student may look like that below...

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
VM classes at KSC	VM classes at KSC	VET at host school	Work Placement with employer	VM classes at KSC

*\*\* The above is an example, VM, VET and SWL days to be confirmed.*  
For VM information, please see Ms. Hardham.

[Return to Contents Page](#)

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*\*\* The above is an example, VM, VET and SWL days to be confirmed.*  
For VM information, please see Ms. Hardham.

[Return to Contents Page](#)

# Literacy

## (VCE VM Literacy)

### Unit 1: Literacy for personal use & Understanding and creating digital texts

#### **Unit of Study (AOS) details:**

Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses. Apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

### Unit 2: Understanding issues and voices & Responding to opinions

#### **Unit of Study (AOS) details:**

Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses reflecting that reflect learning. Interpret the values and opinions of others and present in oral form points of view supported by evidence.

### Unit 3: Accessing, understanding, creating and responding to informational, organisational and procedural texts

#### **Unit of Study (AOS) details:**

On completion of this unit the student should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents or that reflect a specific workplace or vocational experience.

### Unit 4: Understanding and engaging with literacy for advocacy & Speaking to advise or to advocate

#### **Unit of Study (AOS) details:**

On completion of this unit the student should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group. Student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

# Assessment

The types of assessment tasks you may be required to do for this subject are:

- Research task
- A record and reflection of the presentations of guest speaker/s
- A record of discussion or debate
- A report, explanatory or instructional piece or article
- A record of interviews with members of the community and class
- A visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- A digital presentation or reflective journal
- An online report, explanatory or expository piece or article
- A video, podcast, or oral presentation
- A reflective journal
- A narrative, expository or informative piece
- A performance

Please contact Ms. Hardham if you have any questions about this subject.

# Numeracy

## (VCE VM Numeracy)

### Unit 1: Number, Shape, Relationships, Quantity and Measures

#### **Unit of Study (AOS) details:**

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Unit 2: Dimension and direction, Data, Uncertainty and Systematics

#### **Unit of Study (AOS) details:**

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Unit 3: Number, Shape, Relationships, Quantity and Measures

#### **Unit of Study (AOS) details:**

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Unit 4: Dimension and direction, Data, Uncertainty and Systematics

#### **Unit of Study (AOS) details:**

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

# Assessment

The types of assessment tasks you may be required to do for this subject are:

- Investigations and projects
- Multimedia presentation, poster, or report
- Portfolio

Please contact Ms. Hardham if you have any questions about this subject.

[Return to Contents Page](#)

# Personal Development Skills

## (VCE VM Personal Development Skills)

### Unit 1: Healthy individuals

#### **Unit of Study (AOS) details:**

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

### Unit 2: Connecting with community

#### **Unit of Study (AOS) details:**

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

### Unit 3: Leadership and teamwork

#### **Unit of Study (AOS) details:**

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

### Unit 4: Community project

#### **Unit of Study (AOS) details:**

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work.



## Assessment

The types of assessment tasks you may be required to do for this subject are:

- A performance
- A video, podcast, or oral presentation
- A response to structured questions
- A record of interviews with members of the community and class
- A digital presentation
- A visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- Case study
- Reflective journal
- Project plan

Please contact Ms. Hardham if you have any questions about this subject.

# Work Related Skills

## (VCE VM Work Related Skills)

### Unit 1: Careers and learning for the future

#### **Unit of Study (AOS) details:**

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

### Unit 2: Workplace skills and capabilities

#### **Unit of Study (AOS) details:**

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### Unit 3: Industrial relations, workplace environment and practice

#### **Unit of Study (AOS) details:**

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

### Unit 4: Portfolio preparation and presentation

#### **Unit of Study (AOS) details:**

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

## Assessment

The types of assessment tasks you may be required to do for this subject are:

- A record of data analysis
- A research task
- Participation in career speed-interviews and industry visits
- A reflection and collection of resources during career expos visits
- reflection and participation in industry immersion activities
- Case studies
- A video, podcast, or oral presentation
- A response to structured questions
- Creation of a graph/chart

Please contact Ms. Hardham if you have any questions about this subject.

[Return to Contents Page](#)

# Industry Specific Skills – Vocational Education and Training

## (VCE VM ISS and VET)

In conjunction with Vocational Major at Kurunjang Secondary College, students are **required** to undertake a 2-year certificate course known as Vocational Educational and Training (VET)

### Enrolling in VET at Kurunjang Secondary College

In conjunction with VM at Kurunjang Secondary College, students are **required** to undertake a 2-year certificate course known as Vocational Educational and Training (VET)

For information on the VET courses being offered within the school cluster please refer to the Western Edge Cluster website [www.wec.vic.edu.au](http://www.wec.vic.edu.au)

IN order to apply for a VET course, students are required to:

1. Obtain a USI number - [Get a USI | Unique Student Identifier](#)
2. Submit an Application form and a signed Contract for Students – back of WEC handbook

At this stage the only cost associated with VET is a uniform cost, which will be slightly different depending on which course the student enrolls in. This can range from \$40 - \$160. There may be additional costs associated with VET but this information has not been released at the time of this publication.

**PLEASE NOTE:** Many classes are restricted to 20 places. It is essential that students are present at the start of Term 3 in order to take part in gaining their USI and enrolling in the VET portal.

For VET information, please see Ms. Hardham.

[Return to Contents Page](#)

# Victorian Pathways Certificate (VPC) at KSC

## About the Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life. The VPC is an accredited foundation secondary qualification. VPC enrolment would be suitable for a student who:

- has had a highly modified program during their F-10 years
- is re-engaging into the school environment
- would have previously been enrolled in Foundation VCAL
- has had a transient experience with previous school enrolments
- meets the eligibility for the Program for Students with Disabilities (PSD) / Disability Inclusion Profile
- has a history of school refusal
- has additional wellbeing considerations.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months but can go for up to two years. Upon successful completion of the VPC, students receive a certificate and a Statement of Results. This certificate is **NOT** a recognised Senior Secondary Qualification.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Possible future pathways for VPC students include:

- completion of VCE or VCE Vocational Major
- apprenticeships and traineeships
- VET courses
- employment

# VCE, VM & VPC

Please find a summary of some of the key differences between the three Year 11 and 12 options for 2023. As there are significant changes to the offerings to qualifications that will be delivered in 2023 some elements of the timetable are not finalised, please note these when reading.

	VCE (traditional)	VCE Vocational Major (VM) – Previously VCAL	Victorian Pathways Certificate (VPC)
Is this a recognised senior secondary qualification?	YES	YES	NO (students receive a certificate of Year 11 and 12 participation)
Length of qualification	2 Years	2 Years	UP TO 2 Years (students can leave early if they successfully complete the required number of units)
Number of units (or modules) that need to be successfully completed	16	16	12
Other prerequisites to complete the certificate	Successfully complete: <ul style="list-style-type: none"> <li>3 units from the English group, including a Unit 3–4 sequence</li> <li>at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group</li> </ul>	Successfully complete: <ul style="list-style-type: none"> <li>3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)</li> <li>2 VCE VM Numeracy or VCE Mathematics units</li> <li>2 VCE VM Work Related Skills units</li> <li>2 VCE VM Personal Development Skills units, and</li> <li>180 hours of VET</li> </ul>	Successfully complete: <ul style="list-style-type: none"> <li>at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)</li> <li>at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)</li> <li>at least two VPC Personal Development Skills units</li> <li>at least two VPC Work Related Skills units.</li> </ul>
Do you need to do the GAT	YES	YES	NO
Do you need to sit other exams?	YES	NO	NO
Will you complete a VET course at school	NO	YES (Business and Workplace Skills*)	YES (Active Volunteering*)
Do you NEED to do a VET to successfully complete the course?	NO	YES	NO – however students can CHOOSE to take one
Do you NEED to undertake structured workplace learning?	NO	YES	NO – however students can CHOOSE to do this
Can you pick subjects?	Yes only English is compulsory	No – all students will complete Literacy, Numeracy, Work Related Skills and Personal Development Skills, Industry Specific Skills <b>BUT</b> you do choose the VET course	No* – all students will complete Literacy, Numeracy, Work Related Skills and Personal Development Skills, Industry Specific Skills
Can you access University after successfully completing this certificate?	YES (if you meet the prerequisites of the course for example you have the required subjects and/or ATAR)	SOMETIMES (Limited institutions accept the VCE VM)	NO (Students would need to go to TAFE first)
Can you access TAFE after successfully completing this certificate?	YES	YES	YES (Will depend on the certificate level)

\*The timetable is yet to be finalised and as such this could change

Additional information can be found at: [Many Talents One VCE | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/many-talents-one-vce)