Senior School

STUDENT SUBJECT SELECTION HANDBOOK

2025 – 2026

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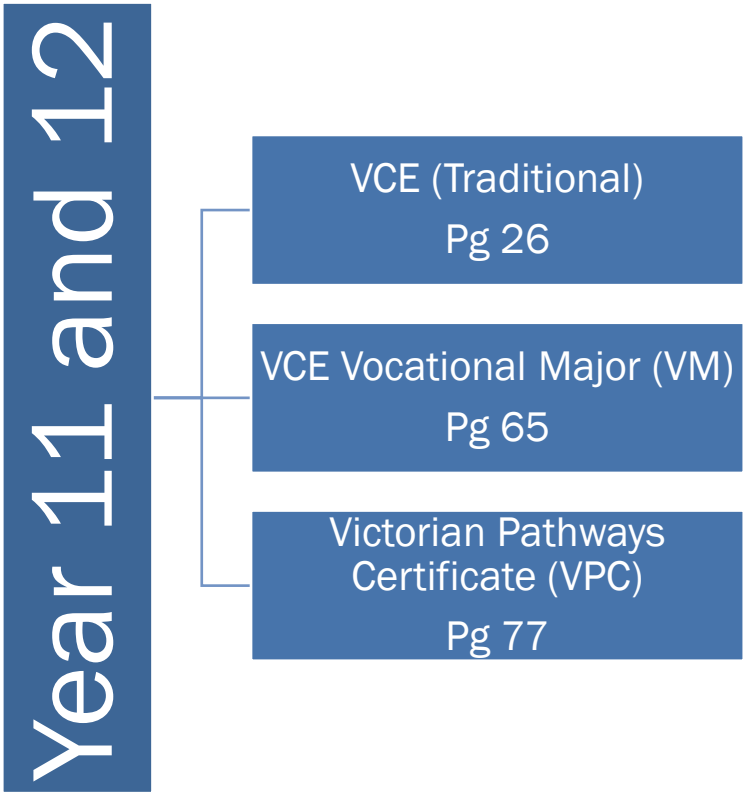
YEAR 11 & 12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TRADITIONAL VCE at KSC

About VCE

The Victorian Certificate of Education (VCE) is completed over a two-year period. Students may complete it over an extended period of time in exceptional circumstances. Students may select from over 30 studies or subjects. Each study is made up of at least four semesters or half yearly units.

Units 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 in a sequence. It is not always advisable, but students 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

For students to earn their VCE, they must satisfactorily complete at least 16 units. Regardless of how many units they do altogether, they 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 have standards or "Outcomes." An Outcome includes the skills and knowledge you must attain and know by the time a student finishes a unit.
Each VCE unit includes two, three or four Outcomes. Students must satisfactorily complete all Outcomes to satisfactorily complete that unit. Outcomes:

- set out what is expected of students so that they are clear about what is required
- help students work consistently and productively throughout the year
- provide students with experience in diverse 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 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, Visual Communication, Design and Technology, and Food Studies.

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

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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 to present their findings as data visualisations. They present work that includes databases, spreadsheets, 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 the 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 proof of concept, prototype, or 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 data accessed using a network.

Assessment

The types of assessment tasks students may be required to complete 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. Eldridge if you have any questions about this subject.

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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 students may be required to complete for this subject are:

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

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

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Australian and Global Politics

Unit 1: Politics, Power, and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Unit of study (AOS ONE) details: Power and national political actors

In this area of study, students are introduced to the central concepts of power and legitimacy. Power comes in different forms and arises from various sources, such as legal authority, or military, economic, diplomatic, cultural, and technological capacities. This capacity can be thought of as 'power to…' do something. Political actors can also use power in more coercive, even illegitimate, ways that can be thought of as 'power over…' other political actors or ordinary people.

Unit of study (AOS TWO) details: Power and global political actors

In this area of study, students focus on the political actors who can move beyond and across national and regional boundaries to pursue their interests globally. This has been facilitated by the increasing interconnectedness of the world. These 'global' actors are predominantly states and their leaders, institutions of global governance or of regional cooperation, non-government organisations, transnational corporations of all kinds and some high-profile individuals.

Unit 2: Democracy: Stability and Change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit, or undermine democracy, and evaluate the political significance of these challenges.

Unit of study (AOS ONE) details: Issues for Australia's democracy

In this area of study, students analyse the operation of Australian democracy, democratic institutions, and processes, and assess the political significance of challenges to democratic principles. Students investigate at least one of the issues detailed below and consider its relationship to the success of Australian democracy, the tensions and conflict between forces working for political stability and those working for change, and how the democratic rights of citizens may challenge established policies, practices, and norms.

Unit of study (AOS TWO) details: Global Challenges to democracy

In this area of study, students analyse global challenges to the principles of democracy and assess threats to their effectiveness, legitimacy, spread and impact. Students explore at least one global issue or crisis that challenges the importance of democratic principles and consider the causes and consequences of this issue or crisis. Through their investigation, students discover the significant impact states and other global actors may have on the legitimacy and spread of

democratic principles, such as free and fair elections, accountability and transparency in political processes, rule of law, human rights, equality, and the separation of powers.

Unit 3: Global cooperation and conflict

Unit of study (AOS) details:

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development, or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state, but which has crossed over into neighbouring states and requires an emergency response.

Area of Study (AOS ONE) details - Global issues, global responses.

In this area of study, students examine the causes, consequences, and significance of a global issue that by its very nature transcends national and regional boundaries. Students consider the range of factors that may cause conflict, such as social, political, economic, environmental, ideological, cultural, and/or technological factors. Global actors may involve themselves in a cooperative effort with other actors to attempt a resolution of the issue, or they may pursue their own objectives in a way that brings them into conflict with other global actors.

Area of Study (AOS TWO) details- Contemporary crises: conflict, stability, and change

In this area of study, students examine a contemporary humanitarian crisis from the area of human rights, armed conflict, or the mass movement of people. These are events or series of events that threaten the safety and wellbeing of communities or large numbers of people. Although these crises typically originate from within state borders, they often have significant consequences for other states and their populations. In extreme cases, the world is faced with the necessity of responding, and global and regional actors must therefore find ways to cooperate in the search for solutions.

Unit 4: Power in the Indo-Pacific

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

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests, and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia, or the United States of America.

Area of Study 1-Power and the national interest

In this area of study, students explore power and politics in the Indo-Pacific. Through a detailed study of ONE state in the Indo-Pacific region (China, Japan, India, Indonesia, or the United States of America), students analyse its sources of power, its national interests and the actions undertaken to achieve those interests.

Area of Study 2- Australia in the Indo-Pacific

In this area of study, students assess the impact of Australia's policies, actions, and inactions in the region of the Indo-Pacific. They investigate contemporary Australian perspectives of the national interest in terms of security, economic prosperity, and regional stability, and examine different perspectives on these interests, within Australia and outside Australia's borders. Students analyse Australia's foreign policy responses to regional issues and crises by investigating Australia's relations with three states, one from the Pacific Islands Forum and two other states from the wider Indo-Pacific region.

- Assessment
- The types of assessment tasks students may be required to complete for this subject are:
- Essays
- Research reports
- Analytical exercises
- Tests
- Oral presentations
- Multimedia presentations
- Examinations

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

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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 students may be required to complete 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. Chandler if you have any questions about this subject.

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Business Management

Unit 1: Planning a business.

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. 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 of Study (AOS ONE) details: The business Idea

In this area of study, students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments, and changing customer needs. Students explore some of the considerations to be made before a business can be established, as well as the importance of businesses to the national economy and social wellbeing.

Unit of Study (AOS TWO) details: Internal business environment and planning

The internal environment affects the approach a business takes to planning and the extent to which planning is successful. A business owner will have more control over the activities, functions and pressures that occur within the business. These factors, such as business models, legal business structures, and staffing, will also be influenced by the external environment. Students explore the factors within the internal business environment and consider how planning decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific period.

Unit of Study (AOS THREE) details: External business environment and planning

The external environment consists of all elements outside a business that may act as pressures or forces on business operations. Students consider factors from the external environment such as legal, political, social, economic, technological, global, and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Unit 2: Establishing a business.

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record-keeping, staff for the business, and establishing a customer base. 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 analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit of Study (AOS ONE) details: Legal Requirements and financial considerations

It is essential to deal with legal and financial matters when establishing a business. In this area of study, students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if legal and financial requirements are not met.

Unit of Study (AOS TWO) details: Marketing a business

Establishing a strong customer base for a business is a vital component of success. In this area of study students develop an understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and creating a brand presence through to consideration of the 7Ps of marketing and the impact of rapidly changing technology on marketing practices. They also consider effective public relations strategies and the benefits these can bring to a business.

Unit of Study (AOS THREE) details: Staffing a business

Staff, as one of the greatest assets of a business, are important considerations during the establishment phase. The quantity and quality of staff has a direct link to business productivity and the achievement of business objectives. In this area of study, students consider staffing requirements that will meet the needs of a business and contribute to

productivity and achievement of business objectives. They research the processes undertaken by the business in relation to recruitment, selection, and induction of staff. Students consider the opportunities that the skills and capabilities of staff can offer a business, the legal obligations that must be addressed in relation to staff, and the relationship between employers and employees within a business.

Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine several 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 using contemporary Australian and global business case studies from the past four years.

Unit of Study (AOS ONE) details: Business foundations

This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between the different demands of stakeholders in a business. They examine corporate culture and a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies from the past four years.

Unit of Study (AOS TWO) details: Human resource management

In this area of study students investigates considerations for the effective management of employees to ensure business objectives are achieved. They consider employee motivation in terms of Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory, and Lawrence and Nohria's Four Drive Theory. Using these theories of motivation and motivation strategies, students propose and justify strategies for employee management in contemporary business case studies from the past four years. Students study an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

Unit of Study (AOS THREE) details: Operation management

The production of goods and services is a core objective of businesses. Effective management of the process of transforming input into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study, students examine operations management and consider the best and most responsible use of available resources to produce a quality final good or service in a competitive, global environment.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. 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 in 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.

Unit of Study (AOS ONE) details: Reviewing performance – the need for change

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance using key performance indicators and use the results to make decisions affecting the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change in a business. They apply Lewin's Force Field

Analysis theory to contemporary case studies from the past four years and consider approaches to strategic management using Porter's Generic Strategies.

Unit of Study (AOS TWO) details: Implementing change

In this area of study, students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. Students consider the importance of leadership in change management and discuss and evaluate effective strategies for managing change. Students consider how leaders can inspire change, and the effect change can have on stakeholders of a business. They consider the principles of Senge's Learning Organisation and apply the Three-step Change Model (Lewin) in implementing change in a business. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

Assessment

The types of assessment tasks students may be required to complete 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 Ms. Zahra if you have any questions about this subject.

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Chemistry

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

Unit of Study (AOS):

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 using 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-based 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):

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 compounds from given starting materials.

Assessment

The types of assessment tasks students may be required to complete 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.

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Drama

Unit 1: Introducing Performance Styles

Unit of Study (AOS):

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 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 the development of the work, they experiment with transformation of character, time and place, and application of symbols.

Unit 4: Devised solo performance

Unit of Study (AOS) Details:

This unit focuses on the development and presentation of devised solo performances. Students explore contemporary practice and work 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 the application of symbols 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 symbols and

transformations.

Assessment

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

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

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

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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 levels of meaning that can be extracted by a reader.

Assessment
The types of assessment tasks students may be required to complete 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 Ms. Patchett if you have any questions about this subject.

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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), 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 students may be required to complete for this subject are:

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

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

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Health and Human Development

Unit 1: Understanding Health and Wellbeing

Unit of study (AOS) details:

This unit looks to 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 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, 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 the 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 complete 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 Mr. Cristino if you have any questions about this subject.

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History

Unit 1: Change and Conflict

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 of study (AOS ONE) details: Ideology and Conflict

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War, and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian, and Ottoman Empires. They consider the aims, achievements, and limitations of the League of Nations.

Unit of study (AOS TWO) details: Social and cultural change

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

Unit 2: The Changing World

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.

Unit of study (AOS ONE) details: Causes, Course, and consequences of the Cold War

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.

Unit of study (AOS TWO) details: Challenge and Change

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Units 3 and 4: Australian History

In this area of study students focus on the foundations of continuity and change in Australian history. They consider how ideas, perspectives, events, and the differing social, political, and economic experiences may have triggered changes and the extent of continuity and change in Australia and among Australians. The revolutionary nature of the Australian experience is explored, including how the continent's distinct environment and landscape has shaped and

been shaped by human processes and actions, and the embrace of democratic experiments that placed Australia in the vanguard of individual and political rights and freedoms in the 19th and early 20th centuries.

In units 3 and 4 students will study two historical investigations from the following:

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).

Assessment

The types of assessment tasks students may be required to complete for this subject are:

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

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

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Legal Studies

Unit 1: The Presumption of Innocence

In this unit, students develop an understanding of legal foundations, such as the diverse types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the way legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused person. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

Area of Study (AOS ONE) details: Legal Foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws, and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts in law-making, and the reasons for a court hierarchy in Victoria; they also develop an understanding of the principles of justice.

Area of Study (AOS TWO) details: Proving Guilt

The presumption of innocence is a fundamental principle of criminal law and provides a guarantee that an accused person is presumed innocent until proven guilty beyond reasonable doubt. In this area of study, students develop an understanding of the purposes of and key concepts in criminal law, as well as the types of crime. They also investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine culpability, and explain the impact of the offence on individuals and society.

Area of Study (AOS Three) details: Sanctions

The criminal justice system determines the guilt of an accused and imposes sanctions on offenders. In this area of study, students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, the purposes and types of sanctions, and alternative approaches to sentencing such as the Drug Court, Koori Courts, and diversion programs. Students compare approaches to sentencing in Victoria to one other Australian jurisdiction. Through an investigation of criminal cases from the past four years, students apply their knowledge to discuss the effectiveness of sanctions and the ability of the Victorian criminal justice system to achieve the principles of justice.

Unit 2: Wrongs and Rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They have applied knowledge through an investigation of civil cases in the past four years. Students also develop an understanding of how human rights are protected in Australia and reforms to

the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study (AOS ONE) details: Civil Liability
Civil law aims to protect the rights of individuals, groups, and organisations, and provides opportunities for a wronged party to seek redress for a breach. In this area of study, students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Areas of civil law could include negligence, defamation, nuisance, trespass, and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios, giving rise to a civil claim, applying legal reasoning to determine liability for a breach of civil law, and explaining the impact of a breach of civil law on the parties.

Area of Study (AOS TWO) details: Remedies
Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study, students develop an appreciation of how civil disputes are resolved, including the methods and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of civil cases from the past four years, students apply their knowledge to discuss the effectiveness of remedies and the ability of the civil justice system to achieve the principles of justice.

Area of Study (AOS THREE) details: Human Rights
The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law, including in relation to discrimination and equal opportunity. In this area of study, students examine the ways in which human rights are protected in Australia and consider reforms to the protection of human rights. Students investigate one human rights issue in Australia, such as in relation to the right to vote, the right to freedom of religion, or the rights of First Nations peoples.

Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality, and access. In this unit, students examine the methods and institutions in the criminal and civil 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 means and institutions used to determine and resolve cases.
Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study (AOS ONE) details: The Victorian Criminal Justice System
The purposes of the Victorian criminal justice system are to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions when a person is guilty of committing a crime. The system includes the courts (the Magistrates' Court, County Court, and Supreme Court) and institutions such as Victoria Legal Aid and community legal are available to assist accused and victims of crime.
In this area of study, students explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case. Students investigate the rights of the accused

and of victims and explore the purposes and types of sanctions and sentencing considerations. They consider the impact of time, costs, and cultural differences on the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

Area of Study (AOS TWO) details: The Victorian Civil Justice System
One of the aims of the Victorian civil justice system is to restore a wronged party to the position they were originally in before a breach of civil law occurred. There are a range of institutions in Victoria that aim to help parties resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), Consumer Affairs Victoria, and the Victorian Civil and Administrative Tribunal.
In this area of study, students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute, and explore the purposes and types of remedies. Students consider the impact of time and costs on the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

Unit 4: The People, the Law, and Reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study (AOS ONE) details: The people and lawmakers
The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases.
In this area of study, students examine the ways in which the Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law. They explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law.

Area of Study (AOS TWO) details: The people and reform
Laws should reflect the needs of society, but they can become outdated. Individuals and groups can actively participate to influence change to laws, and law reform bodies (including the Victorian Law Reform Commission, parliamentary committees, and Royal Commissions) can investigate and make recommendations for change. Laws can be changed by parliament and the courts, while constitutional reform requires a referendum.
In this area of study, students investigate the need for law reform and the means by which individuals and groups can influence change in the law. Students draw examples of individuals, groups and the media influencing law reform, as well as examples from the past four years of inquiries about law reform bodies. Students examine the relationship between the Australian

people and the Australian Constitution, the reasons for and processes of constitutional reform, the successful 1967 referendum and calls for future constitutional reform, such as that articulated by the 2017 Uluru Statement from the Heart.

Assessment

The types of assessment tasks students may be required to complete 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.

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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 students may be required to complete for this subject are:

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

Please contact Mrs. Martin if you have any questions about this subject.

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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 students may be required to complete for this subject are:

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

Please contact Mr. Kanaan or Mrs. Martin if you have any questions about this subject.

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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 genres and styles. 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)

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)

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)

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 students may be required to complete 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 Mr. De Castro if you have any questions about this subject.

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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 students may be required to complete 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. Pohlen if you have any questions about this subject.

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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 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 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 to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary social 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 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 investigations 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 GPS.

Assessment

The types of assessment tasks students may be required to complete 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 on practical investigation
- Examinations

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

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Product Design & Technology - Wood

Unit 1: Sustainable Product Redevelopment

Unit of Study (AOS)

This unit focuses on the analysis, modification, and improvement of 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 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)

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 working collaboratively online. In this unit students gain inspiration from a historical or 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)

In this unit, students engage with an end-user to gain feedback throughout the production process. Students make comparisons between comparable 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 students may be required to complete 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 trial activities, industry visits, technical reports.
- A case study analysis

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

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Psychology

Unit 1: How are behavior and mental processes shaped?

Unit of Study (AOS)

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)

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 students may be required to complete 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. Ryan if you have any questions about this subject.

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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 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 electro technological components.

Unit 2: Electro-technological systems

Unit of Study (AOS) details:

In this unit students study fundamental electro technological engineering principles. The term 'electro technological' encompasses systems that include electrical/electronic circuitry, including microelectronic circuitry. Through the application of the systems engineering process, students create operational electro technological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electro technological systems and how they work, the focus is on the creation of electro technological 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 students may be required to complete 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 electro technological system.
- practical demonstrations
- An oral presentation

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VET Music - CUA30920

Certificate III in Music

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

Students undertake a 2-year VET in the VCE Course. Upon successful completion of the course, a nationally recognised Certificate III in Music will be awarded. Students complete eleven (11) Units of Competency over two (2) years, with six (6) Units to be completed in Year 11 and five (5) Units in Year 12.
Units 3 & 4 of the VCE study contribute towards students' ATAR scores, with a small group performance examination counting towards 50% of their overall study score.

The Units of Competency include:

Year 11 Units:

- CUAIND313 - Work Effectively in the Music Industry
- CUAIND314 - Plan a Career in the Creative Arts Industry
- CUACMP311 - Implement Copyright Arrangements
- CUAMPF213 - Perform Simple Repertoire in Ensembles
- CUAMCP311 - Create Simple Musical Compositions
- CUAMPF314 – Make Music Demos

Year 12 (ATAR Scored Assessment):

- CUAMPF311 - Develop Technical Skills in Performance
- CUAMPF312 - Prepare for Performances
- CUAMPF412 - Develop and Maintain Stagecraft Skills
- CUAMPF315 - Develop Improvisation Skills
- CUAMPF414 - Perform Music as Part of a Group

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

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Visual Communication and Design

Unit 1: Introduction to visual communication design

Unit of Study (AOS)

In this unit students are introduced to the practices and processes used by designers to identify, reframe, and resolve human-centred design problems. They learn how design can improve life and living for people, communities, and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Unit 2: Applications of visual communication within design fields

Unit of Study (AOS)

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media, and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Unit 3: Visual communication design practices

Unit of Study (AOS) details:

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments, and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

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

Unit of Study (AOS)

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

Assessment

The types of assessment tasks students may be required to complete 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. De Castro if you have any questions about this subject.

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VCE Vocational Major (VM) at KSC

About the VCE Vocational Major (VM)

In 2026 we will be offering 2 models of the Vocational Major

Traditional – 3 days a week onsite and 2 days a week offsite (VET + work placement)

VM / VCE Stream – 4 days a week onsite and 1 day at VET

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 timetable

The VM week is conducted over five days at Kurunjang Secondary College, 3 days of scheduled classes at Kurunjang Secondary College, one day of VET, 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 will 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 valuable for future employment opportunities and job-ready skills.

A typical week for a VM (Traditional) student may look like that below…

Monday	Tuesday	Wednesday	Thursday	Friday
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.

VM – VCE Stream

Subjects undertaken.
- Literacy or VCE English
- Numeracy/Foundation Maths, General Maths or Maths Methods
- Personal Development Skills
- Work Related Skills
- WEC VET (student choice)
- VCE subject

Subject session allowance
- 4 sessions VCE subject
- 4 sessions Lit/English
- 4 sessions Numeracy/Maths
- 4 sessions PDS
- 2 sessions WRS

A typical week for a VM / VCE stream student may look like that below…

Monday	Tuesday	Wednesday	Thursday	Friday
VM/VCE classes at KSC	VM/VCE classes at KSC	VET at host school	VM/VCE classes at KSC *Depart at 1:23*	VM/VCE classes at KSC

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Literacy
(VCE VM Literacy)

Unit 1: Literacy for personal use & understanding and creating digital texts.

Unit of Study (AOS)

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. Students should be able to negotiate the topic of choice for, and complete, an oral presentation that highlights reflections and evaluations of student learning.

Assessment

The types of assessment tasks students may be required to complete 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. Neenan if you have any questions about this subject.

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Numeracy
(VCE VM Numeracy)

Numeracy study components

VCE Vocational Major Numeracy is designed around four complementary and essential components:

1. **Eight areas of study** (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.
2. **Outcome 1** is framed around working mathematically across six different **numeracy contexts**:
    f) Personal numeracy
    f) Civic numeracy
    f) Financial numeracy
    f) Health numeracy
    f) Vocational numeracy
    f) Recreational numeracy.
3. **Outcome 2** elaborates and describes a four-stage **problem-solving cycle** that underpins the capabilities required to solve a mathematical problem embedded in the real world.
4. **Outcome 3** requires students to develop and use a technical **mathematical toolkit** as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Unit 1: Number, shape, quantity and measures, relationships.

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.

Areas of study

There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 2: Dimension and direction, data, uncertainty, systematics

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.

Areas of study

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Assessment Units 1 and 2:

Assessment:

Outcome	Assessment task
Outcome 1 On completion of this unit, the student should be able to identify, use, and apply the mathematical key knowledge and skills from the four areas of study, across the specific Numeracies.	Assessment tasks should provide opportunities for practical application of the outcome. The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks: • Investigations and projects. For example, a diary ('week in the life of me'), outlining budgets (pay rates and tax), travel (how do I get places), shopping (best deals). • Multimedia presentation, poster, or report. For example, an outline of food requirements for an athlete preparing for their sport that includes nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances. • Portfolio. For example, students may prepare job interview questions and responses to include details on scheduling an appointment, planning what resources are needed for transforming a house to renewables using data and tables, and understanding cost calculations, or unpacking statistics related to climate change
Outcome 2 On completion of this unit, the student should be able to identify and use the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.	
Outcome 3 On completion of this unit, the student should be able to identify and use the appropriate mathematical tools.	

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.

Assessments Unit 3 and 4:

The types of assessment tasks students may be required to complete for this subject are:

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

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

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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 a 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 distinct 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 solve problems 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 the 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 students may be required to complete 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.

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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 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
- refection 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.

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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

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

1. Obtain a USI number - Get a USI | Unique Student Identifier
2. Application form and a signed Contract for Students – back to 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 (purchase of safety boots or work pants) 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 to take part in gaining their USI and enrolling in the VET portal.

For VET information, please see Ms. Hardham.

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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 is recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Potential 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 2026. As there are significant changes to the offerings to qualifications that will be delivered in 2026, some elements of the timetable are not finalised, please note these when reading.

	VCE (traditional)	**VCE Vocational Major (VM)**	**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: • 3 units from the English group, including a Unit 3–4 sequence. • at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group	Successfully complete: • 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 • 180 hours of VET	Successfully complete: • 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.
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 any subjects?	Yes, only English is compulsory	No – all students will complete Literacy, Numeracy, Work Related Skills and Personal Development Skills, Industry Specific Skills **BUT** 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)]