



VCE

Curriculum Guide

2025



KOROWA
ANGLICAN GIRLS' SCHOOL

Welcome

VCE – MISSION STATEMENT

BECOMING LIFE READY

The VCE Curriculum Guide provides information about what awaits students as they enter the VCE program at Korowa. Within these pages, you will discover a rich tapestry of subjects, carefully curated to ignite curiosity. We believe that true academic success stems from a fusion of passion and purpose, which is why we encourage students to select subjects that not only excite them but also align with their individual strengths and aspirations. Students are encouraged to take ownership of their own learning journey and to empower themselves in making decisions that set them up for success both now and into the future.

Complemented by a team approach, VCE students are supported through their final years by the Director of Teaching and Learning, Head of Senior School, Head of Year, VCE Co-ordinator, Head of Student Futures and many other important members of staff.

Eitan Sifris

Director of Teaching and Learning



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THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE rules are set by the Victorian Curriculum and Assessment Authority (VCAA). To be awarded the VCE, students must satisfactorily complete at least 16 units of study. This must include a minimum of:

- An approved combination of three units from the group of English studies, which will include English Units 1 and 2 and either English Units 3 and 4 or Literature Units 3 and 4;
- Three (3) sequences of Units 3 and 4 in studies other than English.

Each study consists of four semester length units:

- Units 1 and 2 may, in some studies, be taken separately. Units 1 and 2 are assessed internally.
- Units 3 and 4 must be taken as a sequence. Units 3 and 4 are assessed externally.

KOROWA VCE PROGRAM

The VCE program at Korowa is designed to provide breadth of study through Units 1 and 2, and depth of study through Units 3 and 4. This will enable students to pursue entry into their preferred tertiary courses. The usual program is for students to undertake 32 units over two years consisting of:

- Year 11: 6 VCE units per semester at Unit 1 and 2 or 6 VCE units per semester which may include one Unit 3 and 4 sequence and;
- Year 12: 5 VCE units per semester. Some students undertake extra Unit 1 and 2 studies in Year 10. Individual needs will also be taken into account when finalising a student's academic program.

The VCE Curriculum Guide is intended to help students plan their academic subjects so as to maximise future opportunities whilst providing an enjoyable and challenging Year 11 and 12 experience. As a Year 10 student, this guide is used to learn about the VCE and map out a program of study for the final two years at Korowa. As a Year 11 student, this guide is used to re-assess an academic program, in order to select the most appropriate Year 12 subjects, working towards completion of the VCE.

THE PROCESS

All prospective Year 11 and 12 students will make initial choices from the subjects on offer.

At Korowa, we typically offer this number of VCE studies:

- Unit 1 & 2: 30 studies
- Unit 3 & 4: 30 studies

Student choices from the studies on offer will form the basis as to what subjects run the following year. A blocking grid is created to enable subjects and the required number of classes to run. This grid represents which studies will be blocked on the timetable at the same time.

Whilst we do our best to meet students' preferences, this may not always be possible due to:

- Class size;
- Block arrangements; or
- Unit 3 & 4 VCAA rules which state that class sizes of less than five require a partnership arrangement with another school.

Students should consider back-up studies should the need arise. This is practised from Year 9 and 10 when students are asked to make elective choices.

PLANNING YOUR STUDIES AT VCE

A VCE program should contain studies you enjoy and will do well in. It may contain prerequisite subjects; that is, subjects students may need in order to satisfy tertiary entrance requirements in particular courses. Please refer to page 9 for further information about tertiary entrance.

THE VCE (BACCALAUREATE)

The VCE (Baccalaureate) has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential.

ELIGIBILITY

To be eligible to receive the VCE (Baccalaureate) a student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- A Unit 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3 and 4 sequence in EAL with a study score of 33 or above
- A Unit 3 and 4 sequence in either Mathematical Methods or Specialist Mathematics
- A Unit 3 and 4 sequence in a VCE Language
- At least two other Unit 3 and 4 sequences

STUDIES ON OFFER TO YEAR 11 AND 12 STUDENTS AT KOROWA IN 2025

UNITS 1 AND 2	UNITS 3 AND 4
Art Creative Practice	Art Creative Practice
Biology	Biology*
Business Management	Business Management*
Chemistry	Chemistry
Drama Unit 1 / Theatre Studies Unit 2	Drama
Economics	Economics
English/English as an Additional Language (EAL)	English/English as an Additional Language (EAL)
Food Studies	Food Studies
Geography	
Health and Human Development	Health and Human Development
Modern History	History: Revolutions
Languages: Chinese (1st Language); Chinese (2nd Language); Chinese (2nd Language Advanced); French; German; Japanese	Languages: Chinese (1st Language); Chinese (2nd Language)*; (2nd Language Advanced)*; French; German; Japanese
Legal Studies	Legal Studies*
Literature	Literature
Mathematics: <ul style="list-style-type: none"> • Foundation Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics 	Mathematics: <ul style="list-style-type: none"> • Foundation Mathematics • General Mathematics • Mathematical Methods* • Specialist Mathematics
Media Studies	Media Studies
Music	Music* <ul style="list-style-type: none"> • Music Inquiry • Music Contemporary Performance • Music Repertoire • Music Composition
Physical Education	Physical Education*
Physics	Physics
Psychology	Psychology
Visual Communication and Design	Visual Communication and Design

VET STUDIES

Korowa also offers VET (Vocational Education and Training) programs in conjunction with the Inner Melbourne VET Cluster. Please speak with the Head of Student Futures for enrolment information. Additional charges apply for these courses.

UNIT 3 AND 4 STUDIES IN YEAR 11

Please refer to the information on the next page regarding acceptance into Unit 3 and 4 subjects in Year 11. Subjects marked with an asterisk (*) may be considered by students for acceleration in Year 11. Year 12 students may also consider these for their Year 12 program.

[Click here to view all of the VCAA Study Designs](#)

UNIT 3 AND 4 STUDIES IN YEAR 11 IN 2025

Students entering Year 11, whose academic performance in Year 10 indicates they have developed a high level of knowledge and skills, may consider applying to study a Unit 3 and 4 subject. Final consideration and approval will be made by the relevant Head of Department and/or the Director of Teaching and Learning.

YEAR 11 CRITERIA

SUBJECT	CRITERIA
Biology	Approval of Head of Science
Business Management	Approval of Head of Humanities
Chinese 2nd Language / Advanced Units 3 & 4	Approval of Head of Languages
Mathematical Methods	Approval of Head of Mathematics
Music	Approval from Director of Music and Head of Performing Arts
Legal Studies	Approval of Head of Humanities
Physical Education	Approval of Head of Physical Education

Unit 1 and 2 studies in Year 10 leading onto Unit 3 and 4 studies in Year 11

In the first instance, a Year 10 Semester 1 report will be considered, along with subject selection interviews, and consultation with the Head of Department.

The Semester 2 report will also be considered to support decisions previously made.

Performance must be maintained in the Semester 2 report.

Other VCE Options

VET (VOCATIONAL EDUCATION AND TRAINING) COURSES

All VET programs have full VCE study status, and contribute as units towards the satisfactory completion of the VCE. On successful completion, students are awarded their VCE as well as the VET certificate. Korowa works in partnership with the Inner Melbourne VET cluster.

VET enrolments are subsidised but incur some additional charges. VET programs provide additional breadth to the VCE and give students a nationally recognised vocational qualification.

A VET program is usually made up of Units of Competency and Structured Workplace Learning. To be awarded the VET Certificate, students must successfully complete all units of competency in accordance with prescribed Assessment criteria.

Structured Workplace Learning is essentially work experience in an industry setting where students will have specific tasks to undertake to demonstrate competency. Students will also be assessed on the job and will be required to do a certain number of hours.

UNIVERSITY EXTENSION SUBJECTS

Extension programs are for high achieving students looking for a challenge. They are free to join and through the program you will be able to study a university subject alongside your final year of secondary school. You will study alongside first-year students who share your academic interests, and have a chance to experience uni life while still at school.

Extension Program subjects can be used as a fifth or sixth subject in the calculation of your ATAR. Depending on your results, you could receive a valuable contribution of 3 to 5 points to your ATAR aggregate (the score used to calculate your final ATAR).

You may receive credit for your Extension Program studies. This could mean that you finish your degree faster or take a lighter study load in first year.

Reputable University Extension Programs include: The University of Melbourne Extension Program, Deakin Accelerate and The RMIT Extension Program.

VCE STUDENTS COMPLETING VET COURSES WILL INCUR AN ADDITIONAL FEE.

The fee varies depending on the course, the provider and the funding given to the School. The fee will be charged on Term 1 and Term 3 school fees. An estimate of the fees will be available when students choose their VCE program with final details distributed at the end of Term 4.

MAKING MODIFICATIONS TO A VCE PROGRAM

It is important that students plan their VCE program carefully according to the recommendations in the Curriculum Guide. Once the semester has begun, unit changes can occur until the closing date. Changes can only be made if there is room in the class to accommodate student movement and if the timetable allows for it.

Changes in the VCE student program are not possible at the end of Semester 1 for Units 3 and 4, as these units are studied as a sequence and are scored as such for the purposes of the VCE and tertiary selection.

Assessment and Reporting

STUDY SCORES: UNITS 3 AND 4

Students' overall achievements for each study at the Unit 3 and 4 level are calculated and reported as a study score (relative position) on a scale of 0 to 50 by the VCAA. In order to qualify for a study score, a student must have Satisfactory (S) for both Unit 3 and 4 in that study.

On completion of the VCE, VCAA sends to Year 12 students:

- A cumulative statement of results listing all VCE units undertaken over any year level. Study Scores (relative position) will be listed for Unit 3 and 4 studies;
- A summary statement of grades giving the grades obtained in Assessment components for Units 3 and 4;
- Credit obtained for a Vocational Certificate;
- University studies with the titles of the studies and university listed if successfully completed;
- The Victorian Certificate of Education; and
- The General Achievement Test (GAT) statement.

SATISFACTORY COMPLETION OF VCE UNITS

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. In accordance with VCAA requirements, the subject teacher determines satisfactory completion. Parents are notified in writing if a VCE student is in danger of not achieving an outcome or has not completed an Assessment task by the due date. A student may not be granted satisfactory completion if:

- There is doubt about whether the work is the student's own;
- The work is not of the required standard;
- The student has not met a School deadline for the Assessment task, including where an extension of time has been granted; or
- There has been a substantive breach of rules including School attendance rules.

ASSESSMENT AND REPORTING

UNITS 1 AND 2

VCE Units 1 and 2 will be assessed in two ways:

Completion of each Learning Outcome in a unit will be assessed as Satisfactory (S) or Not Satisfactory (N). For a unit as a whole to be satisfactorily completed, all the Learning Outcomes must receive an S.

Percentage results indicating the level of achievement/performance reached in aspects of each study are also used. These are internal scores and are not reported to the VCAA.

UNITS 3 AND 4

The VCAA is responsible for the final Assessment of all students undertaking Units 3 and 4. There are three Assessment components in each Unit 3 and 4 study: either one school Assessment and two examinations or two school Assessments and one examination.

Each Assessment is reported by VCAA as grades A+ to E, UG (ungraded). Examination grades and school Assessment grades are reported separately.

REPORTING

UNITS 1 AND 2

Parent-student-teacher interviews are scheduled during Semester 1 and 2, and continuous online reporting is used to provide feedback to students and parents after each Common Assessment Task (CAT) during each semester.

UNITS 3 AND 4

Continuous online reporting is used to provide feedback to students and parents after each School Assessed Coursework (SAC). A parent-student-teacher interview is scheduled during Semester 1 and 2.

Parents and students are urged to attend parent-student-teacher interviews where there is an opportunity to discuss progress with each of the subject teachers.

PRACTICE EXAMS AND WORKSHOPS

Unit 3 practice examinations are offered at end of Term 2 as well as Unit 4 practice examinations in the September holidays. Term 3 holiday subject workshops are also conducted to assist students with their examination preparation.

VCE JARGON

The language of the VCE may sound confusing at first. This glossary of commonly used VCE words will help you until the language becomes more familiar.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is an Australia-wide tertiary admissions rank. The ATAR is an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of each successful VCE candidate amongst the relevant age group in that given year.

Authentication

This refers to the process of satisfying the teacher that the work is the work of the student. The student signs a declaration stating that the work is their own, and they work under a teacher's supervision and confers with their teacher at various stages of completion of the work. They acknowledge all sources and types of help they receive. The teacher may ask the student to demonstrate their understanding of the work. The Victorian Curriculum and Assessment Authority stipulates authentication procedures, and Korowa sets policy and procedure accordingly.

Examinations

All Unit 3 and 4 VCE Studies offered by Korowa include one or two examinations. Examinations are set and marked by the Victorian Curriculum and Assessment Authority. There are two periods of examinations during the year, in June (for the General Achievement Test) and October/November.

General Achievement Test (GAT)

All students undertaking one or more Unit 3 and 4 subjects are required to sit the General Achievement Test (GAT). This examination is designed to help ensure that schools across the state fairly and correctly assess school-assessed tasks and school-assessed coursework, that is, according to certain criteria for various grade levels. It is also

used to check the accuracy of external marking of individual students' examinations.

Students should do their very best on the GAT. They may like to familiarise themselves with the instructions and types of questions that may appear on the GAT. The Victorian Curriculum and Assessment Authority supplies students with their GAT scores at the end of the year.

Graded Assessment

All VCE studies have three graded Assessments for each Unit 3 and 4 subject. Each study includes at least one examination, most have School-assessed coursework and some have School-assessed tasks.

Level of Performance

Units 3 and 4 levels of performance for School-assessed coursework are provided to Korowa students as % results.

These levels of Assessment can only be used as a guideline as the Victorian Curriculum and Assessment Authority has responsibility for adjustment of levels of performance in accordance with examinations and (in the case of some studies) GAT scores.

Prerequisite Studies

These are the studies nominated by Tertiary Institutions as studies which must be satisfactorily completed by all applicants seeking admission to their course. Entry Requirements change. Refer only to the relevant Tertiary Entrance Guide and the Head of Student Futures.

'S' or 'N'

These letters stand for 'satisfactorily completed'

('S') or 'not satisfactorily completed' ('N'). Students will receive 'S' or 'N' for each unit of study and for each outcome within each study. Students satisfactorily complete a unit if they satisfactorily demonstrate achievement of all outcomes as per the Victorian Curriculum and Assessment Authority-issued study design and if they meet School-stipulated attendance requirements. Schools vary in their chosen Assessment activities (particularly for Units 1 and 2) because the Victorian Curriculum and Assessment Authority's study designs provide for Assessment flexibility but comparability.

Sequence

A sequence is a Unit 3 followed by Unit 4. Award of the VCE requires that a student successfully completes three Unit 3 and 4 sequences, apart from Units 3 and 4 English (or equivalent). Units 3 and 4 for all studies are taught as a sequence or as a year-long course. Students must obtain 'S' for Units 3 and 4 of a study for that study to be given a study score.

Statistical Moderation

Moderation is a process of ensuring that the same Assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' Assessments to the same standard, while maintaining the students' rank order given by the school. The Victorian Curriculum and Assessment Authority uses statistical moderation to ensure that the coursework Assessments given by different schools are comparable throughout the State. Further information is available from the Victorian Curriculum and Assessment Authority's (VCAA) website at www.vcaa.vic.edu.au.

Technical and Further Education (TAFE)

TAFE institutes offer post-secondary courses which are vocationally-oriented. For most TAFE courses, students apply through VTAC, while for some

certificate courses students apply directly to the particular TAFE Institute.

Unit

Each of the VCE studies is divided into four units. One unit lasts one semester or half a year. One unit involves approximately 100 hours of study (including work completed in and out of the classroom).

VASS

This is the name of the internet-based VCE Administrative Software System used by schools to enter VCE enrolments and results directly onto the VCAA central database.

Victorian Curriculum and Assessment Authority (VCAA)

The Victorian Curriculum and Assessment Authority oversees the implementation of the Victorian Certificate of Education including forwarding VCE results to the Victorian Tertiary Admissions Centre (VTAC). The VCAA website is www.vcaa.vic.edu.au.

Victorian Tertiary Admissions Centre (VTAC)

This organisation administers Victoria's joint selection system on behalf of universities, TAFE institutes and some private providers. VTAC's job includes: organising the application procedure; receiving and processing applications; forwarding the appropriate applications and accompanying information to the relevant tertiary institutions; making offers to prospective students on behalf of tertiary institutions; and publishing information which students will use in planning VCE programs and later applying for courses. VTAC is not a selection authority, and it does not determine selection criteria used by tertiary institutions.

Tertiary Entrance

The minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE.

The Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR and acts as the central processing body for Victorian Tertiary Institutions.

Selection into tertiary courses is based on:

- The Australian Tertiary Admissions Rank (ATAR)
- Completion of prerequisite VCE studies, and in some instances, a minimum study score (relative position); and/or
- Completion of special requirements such as attendance at an interview or submission of a folio of work

This information is available on the VTAC website at www.vtac.edu.au. It is worthwhile looking at this website in detail in order to effectively prepare yourself for the VCE. Publications to specifically read are the VTAC Year 11 Guide and the VTAC Year 12 Guide.

Two other helpful resources within the VTAC website include CourseSearch and Prerequisite and Course Explorer. CourseSearch allows you to conduct searches on all tertiary courses within Victoria and the Prerequisite and Course Explorer allows you to see what courses you are eligible with a certain VCE Program or to search single subjects to see which courses require it at entry.

Students can also read in depth about how the ATAR is calculated, minimum tertiary entrance requirements and scaling.

The ATAR is calculated using the formula:

- The Victorian Curriculum and Assessment Authority provides VTAC with each student's study scores (relative position) which indicates each student's position in the cohort of students taking the particular study;
- Students may obtain a study score for the Unit 3 & 4 VET program. If the VET program allows for scored Assessment, you will receive a study score for the program. It can therefore be included within the primary four subjects of the ATAR, just like any other VCE subject. If a student undertakes a VET course without scored Assessment, who receive a Units 3 & 4 sequence may be eligible for a 10% increment towards their ATAR (10% of the lowest result of your primary four scaled studies) as one of their fifth or sixth subjects.

The scaled study scores are used to calculate the ATAR:

- The primary four studies (approved sequences in the English group and the next best three scaled scores) plus
- 10% of the score of the fifth and sixth scaled score are used

The following should be noted for Language and Mathematics in relation to the calculation of the ATAR:

- Languages study scores are adjusted up by adding five to the initial ATAR subject score mean. This means that all students of a LOTE receive an adjustment, but it is not a uniform adjustment.
- Mathematics: if a student has completed each of General Mathematics, Mathematical Methods and Specialist Mathematics, only two of these results can contribute to the primary four, with the third Mathematics result being included as a fifth or sixth ATAR increment.



VCE Unit Descriptions

ART CREATIVE PRACTICE

UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

In Unit 1 students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Areas of Study

- Artists, artworks and audiences
- The Creative Practice
- Documenting and reflecting on the Creative

Assessment

Outcome 1

Extended written response

Students will discuss the practices of three artists and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.

Outcome 2

Visual Art Journal

Students produce a range of personal visual responses to a selection of tasks, showing the exploration of ideas, materials, and techniques in at least three art forms.

Outcome 3

Visual Art Journal

Students document their use of the Creative Practice, including annotated personal visual responses to a selection of set tasks.

UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

In Unit 2 students use 'Inquiry Learning' to investigate the artistic and collaborative practices of artists. They use the 'Cultural Lens', and the other 'Interpretive Lenses' as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the 'Creative Practice' to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

Areas of Study

- The artist, society, and culture
- The collaborative Creative Practice
- Documentation of collaboration using the Creative

Assessment

Outcome 1

Extended written response

Students will use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.

Outcome 2

Visual Art Journal (one finished artwork)

Visual responses that demonstrate the use of the Creative Practice, collaboration, and the exploration of personal ideas and refinement of material, techniques and processes.

Outcome 3

Visual Art Journal

Documentation of the Collaborative process

If you would like more information, please contact the Head of Visual Arts, Sally Walk, swalk@korowa.vic.edu.au

[Click here to view the VCAA Study Design](#)

UNIT 3: INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE

Investigation, ideas, artworks, and the Creative Practice

In this unit students use 'Inquiry and Project-Based Learning' as starting points to develop a 'Body of Work'. They explore ideas and experiment with materials, techniques and processes using the 'Creative Practice'. The research of historical and contemporary artists is integral to students' use of the 'Creative Practice' and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

Areas of Study

- Investigation and Presentation
- Personal investigation using the Creative Practice

Assessment

Outcome 1 and 2

30% SAT (Visual Art Journal)

Students develop personal ideas using research that examines one artwork and the practice of one artist and produce at least one finished artwork using the Creative Practice.

Pathways

Artists, Designer, Architect, Photographer, Curator,
Exhibition Designer, Gallery Manager, Visual Art Education

ART CREATIVE PRACTICE

UNIT 4: INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE

In Unit 4 students continue to develop their art practice through 'Project-Based and Inquiry Learning' as their research and exploration continues to support the development of their 'Body of Work'. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the 'Interpretive Lenses' to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the 'Interpretive Lenses' throughout the 'Creative Practice' to resolve and refine their 'Body of Work'.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the 'Creative Practice'. They reflect on the feedback from their critique to further refine and resolve a 'Body of Work' that demonstrates their use of the 'Creative Practice' and the realisation of their personal ideas. The students present their 'Body of Work' to an audience accompanied by documentation of their use of the 'Creative Practice'.

Areas of Study

- Documentation and critique of the Creative Practice
- Resolution and Presentation of a Body of Work
- Comparison of Artist, their practice and their artworks

Assessment

Outcome 1 and 2

30% SAT (Visual Art Journal)

A body of work that presents ongoing explorations and resolutions to personal ideas and concepts in the presentation of one or more finished artworks. Students also complete a formal critique of their work.

Outcome 3

10% SAC (Written)

Students compare the practices of historical and contemporary artists using the Interpretive Lenses.

Exam

30% End of Year Written Exam

If you would like more information, please contact the Head of Visual Arts, Sally Walk, swalk@korowa.vic.edu.au

[Click here to view the VCAA Study Design](#)

BIOLOGY

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

Areas of Study

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival, and consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding Australian ecosystems.

Areas of Study

How is inheritance explained?
How do inherited adaptations impact on diversity?
How do humans use science to explore and communicate contemporary bioethical issues?

Assessments

A range of Assessment task styles are implemented throughout Units 1 and 2 including: case study analyses, data analyses, media analyses, reports of folios of practical activities, responses to bioethical issues and a report of a student-adapted or student-designed scientific investigation using a selected format.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

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 explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

Areas of Study

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

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 evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics.

Areas of Study

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of VCAA specified outcomes. Students' levels of achievement are determined by:

- Unit 3 School assessed coursework: 20%
- Unit 4 School assessed coursework and Outcome 3: 30%
- One 2 ½ hour examination in November: 50%

If you would like more information, please contact the Head of Science, Pramana Tedjosiswoyo, ptedjosiswoyo@korowa.vic.edu.au

[Click here to view the VCAA Study Design](#)

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.

A key learning task during this unit will involve students applying their theory through the creation of a Business Plan for a hypothetical business of their choosing.

Areas of Study

- The business idea
- Internal and External business environments and planning

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 the business and establish a customer base. Students 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.

Areas of Study

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. For this unit students are required to demonstrate three outcomes. Assessment tasks will include case study analysis; short-answer and extended-response questions; development and presentation of a business plan; and conduct and review of a short-term business activity (café) at school.

Entry: Units 3 and 4

There are no prerequisites for entry into Unit 3.

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 different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Areas of Study

- Business foundations
- Human resource management
- Operations management

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 for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Areas of Study

- Reviewing performance – the need for change
- Implementing change

Assessment: Units 3 and 4

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. This decision will be based on the teacher's Assessment of the student's overall performance on Assessment tasks designated for each unit. Student's level of achievement is determined by:

- School-assessed coursework for Unit 3: 25%
- School-assessed coursework for Unit 4: 25%
- A two-hour written examination: 50%

If you would like more information, please contact the Head of Humanities, Andrea Contessotto, acontessotto@korowa.vic.edu.au

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CHEMISTRY

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Areas of Study

- How do the chemical structure of materials explain their properties?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Areas of Study

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative investigations develop our understanding of chemical reactions?

Assessment: Units 1 and 2

A range of Assessment task styles are implemented throughout Units 1 and 2 including: a summary report of laboratory activities, comparison, evaluation and critique, or reflective annotations of practical activities, data analyses and evaluations of data or a modelling or simulation activity, a media analysis/response, problem-solving involving chemical concepts, skills and/or issues in a real-life context analysis and evaluation of a chemical article with reference to sustainability which can be in the form of an infographic or a scientific poster.

Entry: Units 3 and 4

Students must achieve a minimum of 60% in each of tests and exams in Unit 1 & 2 Chemistry in order to proceed to Units 3 & 4.

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

Areas of Study

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Areas of Study

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of VCAA-specified outcomes. Students' levels of achievement are determined by:

- Unit 3 School Assessed Coursework: 20%
- Unit 4 School Assessed Coursework: 30%
- Unit 3 and 4 External Examination (2.5 hours): 50%

If you would like more information, please contact the Head of Science, Pramana Tedjosiswoyo, ptedjosiswoyo@korowa.vic.edu.au

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DRAMA

UNIT 1: INTRODUCING PERFORMANCE STYLES AND CONTEMPORARY DRAMA PRACTICES

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real and/or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Such stimulus material could include Aboriginal and Torres Strait Islander Peoples' stories, perspectives or experiences. This unit also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers.

Areas of Study

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing and evaluating a professional drama performance

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For unit 1 and 2, students are required to demonstrate four outcomes.

UNIT 2: CONTEMPORARY DRAMA PRACTICES AND AUSTRALIAN IDENTITY

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

In creating a performance, students engage with stimulus material to extract ideas and possibilities that allow them to explore an aspect or aspects of Australian identity, which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. They examine selected performance styles in relation to contemporary drama practices and explore the associated conventions, including those of Aboriginal and Torres Strait Islander artists and practitioners, and the broader diversity of Australian stories. Students further develop their knowledge of the conventions of transformation of character, time and place; the application of symbol, and how these conventions may be manipulated to create meaning in performance. They explore, develop and apply dramatic elements and production areas. They consider the sustainable sourcing and ethical use of materials when applying production areas.

Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology.

An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of Australian identity, which could include the experiences and perspectives of Aboriginal and Torres Strait Islander Peoples, colonial Australians, migrants, refugees, and/or urban and rural communities.

Areas of Study

- Using Australia as inspiration
- Presenting a devised performance
- Analysing and evaluating a devised performance
- Analysing and evaluating an Australian drama performance

Assessment unit 3 and 4

- School assessed coursework 30% + 10%
- End of year written examination: 25%
- Performance examination: 35%

If you would like more information, please contact the Director of Music and Head of Performing Arts, Jenny Mathers, jmathers@korowa.vic.edu.au

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DRAMA

UNIT 3: DEVISED ENSEMBLE PERFORMANCE

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical 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 conventions of, or makes reference to, multiple performance styles. They use play-making techniques to extract and develop dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout the devising process, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning and to have a specific impact on their audience. They learn about ways to source and use sustainable materials when applying production areas to their ensemble performance.

In addition, students document and evaluate the play-making techniques applied in the creation, development and presentation of the ensemble performance. Students attend, analyse and evaluate a live professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Areas of Study

- Devising and presenting an ensemble performance
- Analysing and evaluating a devised performance
- Analysing and evaluating a professional drama performance

UNIT 4: DEVISED SOLO PERFORMANCE

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

Areas of Study

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

Assessment unit 3 and 4

- School assessed coursework 30% + 10%
- End of year written examination: 25%
- Performance examination: 35%

If you would like more information, please contact the Director of Music and Head of Performing Arts, Jenny Mathers, jmathers@korowa.vic.edu.au

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ECONOMICS

UNIT 1: ECONOMIC DECISION-MAKING

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Areas of Study

- Thinking like an economist
- Decision-making in markets
- Behavioural economics

UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Areas of Study:

- Economic Activity
- Applied economic analysis of local, national and international economic issues

Assessment

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

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the Areas of Study in the unit.

It is recommended that a range of task types (two or more) are used to assess this unit. Suitable tasks for Assessment in this unit may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report

If you would like more information, please contact the Head of Humanities, Andrea Contessotto, acontessotto@korowa.vic.edu.au

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UNIT 3: AUSTRALIA'S LIVING STANDARDS

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

Area of Study

An introduction to microeconomics: the market system, resource allocation and government intervention

- Domestic macroeconomic goals
- Australia and the international economy

UNIT 4: MANAGING THE ECONOMY

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

Area of Study

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

Assessment Unit 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcome. Students' level of achievement are determined by:

- School-assessed coursework in Units 3 and 4: 25% + 25%
- A two hour written examination in November: 50%

If you would like more information, please contact the Head of Humanities, Andrea Contessotto, acontessotto@korowa.vic.edu.au

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The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build upon the learning established through the Victorian Curriculum F-10 in the key areas of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

UNIT 1 AND 2

In Unit 1, students develop their ability to analyse and make personal connections with texts. They explore examples of good writing, create a writing folio and describe their writing processes. In Unit 2, students analyse how the various elements of a text work together to create meaning. They also analyse how argument and language are used in persuasive texts to position audiences, and develop and present an oral presentation on a contemporary issue.

Areas of Study

- Reading and exploring texts
- Crafting texts
- Exploring argument

Assessment

Students must demonstrate achievement of the outcomes for each unit specified by VCAA, based on performance on a selection of assessment tasks. These include a personal response to a set text, student-created texts, a description of writing processes, an analytical response to a set text, an argument analysis essay and an oral presentation.

ENGLISH

UNIT 3 AND 4

In Unit 3, students analyse the ideas, concerns and values presented in a text. They also produce their own texts designed for a specific context, audience and purpose, and explain the decisions they made during the writing process. In Unit 4, students further sharpen their ability to analyse the explicit and implicit ideas, concerns and values presented in a text. They also analyse how argument and language are used in persuasive texts to position audiences and develop and present a point of view oral presentation on a contemporary issue.

Areas of Study

- Reading and responding to texts
- Creating texts
- Analysing argument

Assessment:

Students must demonstrate achievement of the outcomes for each unit specified by VCAA, based on performance on a selection of assessment tasks. These include analytical responses to the set texts, a writing folio and reflective commentary, an argument analysis essay and an oral presentation.

Students' levels of achievement are determined by:

- School-assessed coursework in Unit 3 and 4: 25% + 25%
- A three-hour written examination: 50%

If you would like more information, please contact the Head of English, James Kearney, jkearney@korowa.vic.edu.au

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Students whose native language is a language other than English may be eligible to enrol in English as an Additional Language (EAL), providing they satisfy both the following conditions:

- The student has been resident in Australia for no more than seven calendar years immediately prior to 1 January of the year in which the study is undertaken at Unit 3 and 4; and
- English has been the student's major language of instruction for a total period of no more than seven years prior to the year in which the study is being undertaken at Unit 3 and 4.

The VCE EAL course follows a similar structure to the VCE English course, with some adjustments to accommodate the language needs of students.

Year 11 and 12 EAL students receive EAL support as timetabled sessions. This support time provides students with an opportunity to seek assistance with language matters across all of their subjects.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

UNITS 1 AND 2

In Unit 1, students develop their ability to analyse and make personal connections with texts. They also explore examples of good writing, create a writing folio and a set of annotations to describe the choices they make during the writing process. In Unit 2, students develop their ability to analyse how the various elements of a text work together to create meaning. They also analyse how argument and language are used in persuasive texts to position audiences, and develop and present an oral presentation on a contemporary issue.

Areas of Study

- Reading and exploring texts
- Crafting texts
- Exploring argument

Assessment

Students must demonstrate achievement of the outcomes for each unit specified by VCAA, based on performance on a selection of assessment tasks. These include a personal response to a set text, student-created texts, a set of annotations identifying the qualities of effective writing, an analytical response to a set text, an argument analysis essay and an oral presentation.

UNITS 3 AND 4

In Unit 3, students listen to and discuss the ideas, concerns and values presented in a text. They also produce their own texts designed for a specific context, audience and purpose, and comment on the decisions they made during the writing process. In Unit 4, students further sharpen their ability to analyse the explicit and implicit ideas, concerns and values presented in a text. They also analyse how argument and language are used in persuasive texts and develop and present a point of view oral presentation on a contemporary issue.

Areas of Study

- Reading and responding to texts
- Creating texts
- Analysing argument

Assessment

Students must demonstrate achievement of the outcomes for each unit specified by VCAA, based on performance on a selection of assessment tasks. These may include analytical responses to the set texts, a listening task, a writing folio and a set of annotations reflecting on writing processes, an argument analysis essay and an oral presentation.

Students' levels of achievement are determined by:

- School-assessed coursework in Unit 3 and 4: 25% + 25%
- A three-hour written examination: 50%

If you would like more information, please contact the Head of English, James Kearney, jkearney@korowa.vic.edu.au

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FOOD STUDIES

UNIT 1: FOOD AROUND THE WORLD AND UNIT 2: FOOD MAKERS

Students investigate the origins and roles of our varied and abundant food supply through time and across the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality and nutrition. There are no prerequisites for entry into Units 1 & 2.

AREAS OF STUDY

- Food in Australia
- Australia's Food Systems
- Food in the Home

Assessment

Students' level of achievement is determined by satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Satisfactory completion of a unit is determined by evidence gained through the Assessment of a range of learning activities and tasks.

Progress into Units 3 and 4 of this subject as a Year 11 student is not automatic. A student will need to meet minimum eligibility levels at the Units 1 and 2 level.

If you would like more information, please contact the Food Studies Coordinator, Christine Wintle, cwintle@korowa.vic.edu.au

UNIT 3: FOOD IN DAILY LIFE AND UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health.

VCE Food Studies is designed to build the capacities of students to make informed food choices and extend their food knowledge and skills and build individual pathways to health and wellbeing through the application of practical food skills. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students study Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, nutrition, dietetics, food manufacturing and hospitality. It also complements studies in Nursing and Childcare.

AREAS OF STUDY

- The science of food
- Food choice, health and wellbeing
- Navigating food information
- Environment and ethics

Assessment

The award of satisfactory completion of units is based on the teachers' decision that students have demonstrated achievement of a set of VCAA specified outcomes. Students' level of achievement is determined by:

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 30%
- End of year examination in November: 40%

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UNIT 1: HAZARDS AND DISASTERS

This Geography unit explores how humans respond to various hazards and disasters, focusing on the potential harm to people and the environment. Students will investigate two specific types of hazards. They will delve into the causes, impacts, and human responses to these hazards, considering the interplay between human activities and natural phenomena, including climate change. By conducting fieldwork and producing reports, students will gain practical experience in understanding the interconnections between different types of hazards.

Areas of Study

- Characteristics of hazards
- Response to hazards and disasters

UNIT 2: TOURISM: ISSUES AND CHALLENGES

This unit explores the characteristics, impacts, and evolution of tourism, emphasising the interconnections within and between places. Students will investigate diverse forms of tourism in Australia and globally, understanding its significant role in job creation and GDP contribution. They'll learn how factors like climate, culture, and infrastructure influence tourist attractions and how tourism's growth necessitates sustainable management for environmental, social, cultural, and economic balance. Hands-on fieldwork and report generation provide practical understanding of these concepts.

Areas of Study

- Characteristics of tourism
- Impact of tourism: issues and challenges

Assessment

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation.

UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

They investigate the distribution and causes of the two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

Areas of Study

- Land cover change
- Land use change

UNIT 4: HUMAN POPULATION: TRENDS AND ISSUES

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change through growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

GEOGRAPHY

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to environmental, economic, social, and cultural conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Areas of Study

- Population dynamics
- Population issues and challenges

Assessment

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes. Students' level of achievement is determined by:

- School assessed coursework for Units 3 and 4: 25% + 25%
- A two hour written examination: 50%

If you would like more information, please contact the Head of Humanities, Andrea Contessotto, acontessotto@korowa.vic.edu.au

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HEALTH AND HUMAN DEVELOPMENT

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status.

With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Areas of Study

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives.

Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information.

Areas of Study

- Developmental transitions
- Youth health literacy

Assessment: Units 1 and 2

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of Assessment tasks: a short written report, oral presentation, a visual presentation, structured questions, including data analysis.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts.

Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time.

Areas of Study

- Understanding health and wellbeing
- Promoting health in Australia

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries.

Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program.

Areas of Study

- Global health and human development
- Health and the Sustainable Development Goals

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes. Students' level of achievement is determined by:

- School assessed coursework for Units 3 and 4: 25% + 25%
- A two hour written examination in November: 50%

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If you would like more information, please contact the Head of Physical Education, Megan Supple, msupple@korowa.vic.edu.au

MODERN HISTORY

UNIT 1: CHANGE AND CONFLICT

In this unit students investigate the nature of social, political, economic and cultural change in the first half of the 20th century, with a focus on Germany during this period. The period after World War One in Germany, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change, contributing to the world being overtaken by war in 1939.

Areas of Study

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 how Adolf Hitler's National Socialist German Workers' Party (Nazi) gained power in Germany in 1933 and drew the world into a second major conflict in 1939, of which the Holocaust was a critical aspect.

Social and Cultural Change

In 1920's Germany, the creative arts both reflected and challenged social and political life and change in this period. Mass entertainment and information by means of radio and film became widespread. In this area of study, students explore particular forms of social and cultural expression in Germany in the 1920's, and what influenced these patterns of change.

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the Areas of Study in the unit.

Assessment in this unit will be selected from the following:

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- A multimedia presentation

UNIT 2: THE CHANGING WORLD ORDER

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.

Areas of Study

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. Challenge and change – political and youth social movements and global terrorism.

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.

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the Areas of Study in the unit.

Assessment in this unit will be selected from the following:

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- A multimedia presentation

If you would like more information, please contact the Head of Humanities, Andrea Contessotto, acontessotto@korowa.vic.edu.au

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In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

HISTORY: REVOLUTIONS

UNIT 3: FRENCH REVOLUTION

Causes of Revolution

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as the calling of the Estates-General in 1789 and analyse the degree to which the influence of Enlightenment ideas were instrumental in promoting change in French society.

Consequences of Revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline. Students look at use of Terror within French society and evaluate historical sources about the success and outcomes of the revolution, the new regime's consolidation of power, the degree to which they achieved and/or compromised their revolutionary ideology, and the extent of continuity and change in the society.

If you would like more information, please contact the Head of Humanities, Andrea Contessotto, acontessotto@korowa.vic.edu.au

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UNIT 4: RUSSIAN REVOLUTION

Causes of Revolution

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students study revolutionary ideas and consider to what extent Marxist ideas and individuals, such as Vladimir Lenin challenged Tsarist Autocracy.

Consequences of Revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline. Students consider challenges to the new society, such as Civil War in Russia, and the response of individuals, such as Vladimir Lenin and Leon Trotsky. Students also examine the experiences of everyday conditions of life that were affected by the revolution, such as the peasants and workers in Russia.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes:

- a historical inquiry
- evaluation of historical sources
- extended responses
- an essay

Students' levels of achievement are determined by:

- Unit 3 School assessed coursework: 25%
- Unit 4 School assessed coursework: 25%
- One hour examination in November: 50%

This study (Units 1–4) is designed to enable students to use Chinese to communicate with others; understand and appreciate the cultural contexts in which Chinese is used; understand their own culture(s) through the study of others cultures; understand the language as a system; make connections between Chinese and English, and/or other languages; and apply Chinese to work, further study, training or leisure.

UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in Chinese; to interpret information from two texts presented in Chinese, and to respond in writing in Chinese and in English; to present information, concepts and ideas in writing in Chinese for a specific audience and purpose.

Themes

- Self and others;
- Tradition and change in the Chinese-speaking communities; and,
- Global issues

Assessment

Students produce a 500 – 600 character response to an issue of interest or concern, listen to spoken texts and compare information or ideas obtained in a given format and produce a 500 – 600 character personal response to a fictional text.

UNIT 2

Students are required to demonstrate achievement of three outcomes: participate in a spoken exchange focusing on the resolution of an issue; read and extract and compare information and ideas from written texts; and produce an imaginative piece in written form.

Themes

- Self and others;
- Tradition and change in the Chinese-speaking communities; and,
- Global issues

Assessment

Students conduct a four to five minutes role play on an issue related to texts studied, read written texts and compare information or ideas obtained in a given format and produce a 500 – 600 character imaginative piece in written form.

Entry: Units 3 and 4

Chinese First Language is designed for students who will typically have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication. Entry is governed by eligibility criteria, which are monitored and published by VCAA.

LANGUAGES: CHINESE (FIRST LANGUAGE)

UNIT 3

Students are required to demonstrate achievement of three outcomes: express ideas through production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Themes

- Self and others;
- Tradition and change in the Chinese-Speaking communities; and,
- Global issues

Assessment

Students produce a 500 – 600 character imaginative written piece and a response to specific questions or instructions from a spoken text, analysing and using information requested.

They also take part in a four to five minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

UNIT 4

Students are required to demonstrate achievement of two outcomes: to analyse and use information from written texts; and to respond critically to spoken and written texts which reflect aspects of the language and culture.

Themes

- Self and others;
- Tradition and change in the Chinese-speaking communities; and,
- Global issues

Students produce: a response to specific questions or instructions from written texts, analysing and using information requested; a 500 – 600 character persuasive or evaluative written response such as a report, essay, article or review; and a four to five minute interview on an issue related to texts studied.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of the set of VCAA-specified outcomes.

- Students' levels of achievement are determined by:
- School-assessed coursework in Unit 3 and 4: 25% + 25%
- An oral examination: 12.5%
- A two-hour written examination (plus 15 minutes reading time): 37.5%

If you would like more information, please contact the Head of Languages, Véronique Tormey vtormey@korowa.vic.edu.au

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LANGUAGES: CHINESE (SECOND LANGUAGE & SECOND LANGUAGE ADVANCED)

UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in Chinese; to interpret information from two texts presented in Chinese, and to respond in writing in Chinese and in English; to present information, concepts and ideas in writing in Chinese for a specific audience and purpose.

Themes

- The individual;
- The Chinese-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

UNIT 2

Students are required to demonstrate achievement of three outcomes respond in writing in Chinese to spoken, written or visual texts presented in Chinese analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese; explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

Themes

- The individual;
- The Chinese-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: writing a personal answer to an email formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

UNIT 3

Students are required to demonstrate achievement of three outcomes: express ideas through production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Themes

- Self and others;
- Tradition and change in the Chinese-speaking communities
- Global issues

Assessment

Students produce a 500-600 character imaginative written piece and a response to specific questions or instructions from a spoken text, analysing and using information requested.

They also take part in a four to five minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

If you would like more information, please contact the Head of Languages, Véronique Tormey vtormey@korowa.vic.edu.au

UNIT 4

Students are required to demonstrate achievement of two outcomes: to analyse and use information from written texts; and to respond critically to spoken and written texts which reflect aspects of the language and culture.

Themes

- Self and others;
- Tradition and change in the Chinese-speaking communities
- Global issues

Students produce: a response to specific questions or instructions from written texts, analysing and using information requested; a 500-600 character persuasive or evaluative written response such as a report, essay, article or review; and a four to five minute interview on an issue related to texts studied.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of the set of VCAA-specified outcomes. Students' levels of achievement are determined by:

- School-assessed coursework in Unit 3 and 4: 25% + 25%
- An oral examination: 12.5%
- A two-hour written examination (plus 15 minutes reading time): 37.5%

ENTRY: UNITS 3 AND 4

A student is NOT eligible for Chinese Second Language if they have had either 12 months or more education in a school where Chinese is the medium of instruction, or 3 years (36 months) or more residence in any of the VCAA nominated countries and regions of China, Taiwan, Hong Kong or Macau. A student is eligible for Chinese Second Language Advanced if they have had no more than 7 years of education in a school where Chinese is the medium of instruction and where the highest level of education attained (in a school where Chinese is the medium of instruction) is no greater than the equivalent of Year 7 in a Victorian school.

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LANGUAGES: FRENCH

UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in French; to interpret information from two texts presented in French, and to respond in writing in French and in English; to present information, concepts and ideas in writing in French for a specific audience and purpose.

Areas of Study

- The individual
- The French-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

Entry: Units 3 and 4

French is designed for students who will typically have studied French for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to successfully meet the requirements.

UNIT 2

Students are required to demonstrate achievement of three outcomes: respond in writing in French to spoken, written or visual texts presented in French; analyse and use information from written, spoken or visual texts to produce an extended written response in French; explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

Areas of Study

- The individual
- The French-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: writing a personal answer to an email formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

UNIT 3

Students are required to demonstrate achievement of three outcomes: to participate in a spoken exchange in French to resolve a personal issue; to interpret information from texts and write responses in French; to express ideas in a personal, informative or imaginative piece of writing in French.

Areas of Study

- The individual
- The French-speaking communities
- The world around us

Assessment

Students express ideas in a personal, informative or imaginative piece of writing; they interpret information from texts and write responses. They also participate in a spoken exchange to resolve a personal issue.

If you would like more information, please contact the Head of Languages, Véronique Tormey vtormey@korowa.vic.edu.au

UNIT 4

Students are required to demonstrate achievement of three outcomes: to share information, ideas and opinions in a spoken exchange in French; to analyse information from written, spoken and viewed texts for use in a written response in French; to present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

Areas of Study

- The individual
- The French-speaking communities
- The world around us

Assessment

A three to four minute interview providing information and responding to questions about a cultural product or practice; an approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts, an approximately 300-word evaluative or persuasive piece of writing.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of the set of VCAA-specified outcomes. Students' levels of achievement are determined by:

- School-assessed coursework in Unit 3 and 4: 25% + 25%
- An oral examination: 12.5%
- A two-hour written examination (plus 15 minutes reading time): 37.5%

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LANGUAGES: GERMAN

UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in German; to interpret information from two texts presented in German, and to respond in writing in German and in English; to present information, concepts and ideas in writing in German for a specific audience and purpose.

Themes

- The individual
- The German-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

Entry: Units 3 and 4

German is designed for students who will typically have studied German for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to successfully meet the requirements.

UNIT 2

Students are required to demonstrate achievement of three outcomes: respond in writing in German to spoken, written or visual texts presented in German; analyse and use information from written, spoken or visual texts to produce an extended written response in German; explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

Themes

- The individual
- The German-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: writing a personal answer to an email, formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

UNIT 3

Students are required to demonstrate achievement of three outcomes: to participate in a spoken exchange in German; to resolve a personal issue; to interpret information from texts and write responses in German; to express ideas in a personal, informative or imaginative piece of writing in German Themes.

Themes

- The individual
- The German-speaking communities
- The world around us

Assessment

Students produce a personal, informative or imaginative written piece; a response to specific questions, messages or instructions from a spoken text, extracting and using information requested.

They also take part in a three to four minute role play resolving an issue.

If you would like more information, please contact the Head of Languages, Véronique Tormey vtormey@korowa.vic.edu.au

UNIT 4

Students are required to demonstrate achievement of three outcomes: to share information, ideas and opinions in a spoken exchange in German; to analyse information from written, spoken and viewed texts for use in a written response in German; to present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

Themes

- The individual
- The German-speaking communities
- The world around us

Assessment

A three to four minute interview providing information and responding to questions about a cultural product or practice; an approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts, an approximately 300-word evaluative or persuasive piece of writing.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of the set of VCAA specified outcomes. Students' levels of achievement are determined by:

- School-assessed coursework in Unit 3 and 4: 25% + 25%
- An oral examination: 12.5%
- A two-hour written examination (plus 15 minutes reading time): 37.5%

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LANGUAGES: JAPANESE (SECOND LANGUAGE)

UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in Japanese; to interpret information from two texts presented in Japanese, and to respond in writing in Japanese and in English; to present information, concepts and ideas in writing in Japanese for a specific audience and purpose.

Themes

- The individual
- The Japanese-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

ENTRY: UNITS 3 AND 4

Japanese Second Language is designed for students who do not have a Japanese background; that is students who have learnt all the Japanese they know in an Australian school or similar environment. These students will have, typically, studied Japanese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to successfully meet the requirements.

To enrol in this study, students must complete application forms giving details of their background in Japanese.

UNIT 2

Students are required to demonstrate achievement of three outcomes: respond in writing in Japanese to spoken, written or visual texts presented in Japanese; analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese; explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

Themes

- The individual
- The Japanese-speaking communities
- The world around us

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of Assessment tasks including: writing a personal answer to an email formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

UNIT 3

Students are required to demonstrate achievement of three outcomes: to participate in a spoken exchange in Japanese to resolve a personal issue; to interpret information from texts and write responses in Japanese; to express ideas in a personal, informative or imaginative piece of writing in Japanese.

Themes

- The individual
- The Japanese-speaking communities
- The world around us

Assessment

Students express ideas in a personal, informative or imaginative piece of writing; they interpret information from texts and write responses. They also participate in a spoken exchange to resolve a personal issue.

If you would like more information, please contact the Head of Languages, Véronique Tormey
vtormey@korowa.vic.edu.au

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UNIT 4

Students are required to demonstrate achievement of three outcomes: to share information, ideas and opinions in a spoken exchange in Japanese; to analyse information from written, spoken and viewed texts for use in a written response in Japanese; to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

Themes

- The individual
- The Japanese-speaking communities
- The world around us

Assessment

A three to four minute interview providing information and responding to questions about a cultural product or practice; an approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts, an approximately 300-word evaluative or persuasive piece of writing.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of the set of VCAA specified outcomes. Students' levels of achievement are determined by:

- School-assessed coursework in Unit 3 and 4: 25% + 25%
- An oral examination: 12.5%
- A two-hour written examination (plus 15 minutes reading time): 37.5%

LEGAL STUDIES

UNIT 1: THE PRESUMPTION OF INNOCENCE

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

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

Areas of Study

- Legal Foundations
- Proving Guilt
- Sanctions

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 apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Areas of Study

- Civil Liability
- Remedies
- Human Rights

Assessment

All Assessments at Units 1 and 2 are school-based. Procedures for Assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the Areas of Study in the unit. Suitable tasks for Assessment in this unit may be selected from the following:

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate

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.

Areas of Study

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

If you would like more information, please contact the Head of Humanities, Andrea Contessotto, acontessotto@korowa.vic.edu.au

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 or hypothetical scenarios.

Areas of Study

- The People and the Law-makers
- The People and Reform

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of VCAA-specified outcomes. Students' level of achievement are determined by:

- School assessed coursework in Unit 3 and 4: 25% + 25%
- A two hour written examination: 50%

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The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

UNIT 1 AND 2

In Unit 1, students respond to a range of literary texts through close analysis and explore the concerns, ideas, style and conventions common to texts in a particular literary movement or genre. In Unit 2, students explore and reflect on the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They also explore a text's historical, social and cultural context and reflect on how the text represents the ideas and concerns of a specific time period and/or culture.

Areas of Study

- Reading practices
- Exploration of literary movements and genres
- Voices of Country
- The text in its context

Assessment

Students must demonstrate achievement of the outcomes for each unit specified by VCAA, based on performance on a selection of assessment tasks. These may include close analysis responses to selected passages, comparative or analytical essays, reading journal entries and creative responses.

If you would like more information, please contact the Head of English, James Kearney, jkearney@korowa.vic.edu.au

LITERATURE

UNIT 3 AND 4

In Unit 3, students compare a text and an adaptation of that text (e.g. a novel and its film adaptation), discussing how meaning changes when a text is adapted to a different form. They also develop their own interpretations of a set text informed by the ideas, views and values of the text and a supplementary reading. In Unit 4, students respond creatively to a text and comment critically on both the original text and their creative response to it. Students also develop a coherent reading of a text through close analysis of its form, features and language.

Areas of Study

- Adaptations and transformations
- Developing interpretations
- Creative responses to texts
- Close analysis of texts

Assessment

Students must demonstrate achievement of the outcomes for each unit specified by VCAA, based on performance on a selection of assessment tasks. These may include close analysis responses to selected passages, comparative or analytical essays, and creative responses.

Students' levels of achievement are determined by:

- School assessed coursework in Unit 3 and 4: 25% + 25%
- A two-hour written examination: 50%

Entry Requirements

Units 3 and 4 There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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MATHEMATICS

NOTE: “Students who wish to study mathematically–based subjects at tertiary level are strongly advised to study both Mathematical Methods and Specialist Mathematics at Units 1 and 2 level. Although it is possible to obtain preparation for Mathematical Methods 3 and 4 by studying only Mathematical Methods 1 and 2, a much firmer basis for further study is obtained by also studying Specialist Mathematics 1 and 2. This factor should be taken into account by students when weighing up the advantages of a broad subject choice against those of depth and breadth of preparation in mathematics...” (Heads of Mathematics Department, La Trobe University, University of Melbourne, Monash University, Oct. 1992.)

OPTION 1

Specialist Mathematics 1 and 2
Mathematical Methods 1 and 2

Specialist Mathematics 3 and 4
Mathematical Methods 3 and 4

Mathematical Methods 3 and 4

General Mathematics 3 and 4
Mathematical Methods 3 and 4

General Mathematics 3 and 4

OPTION 2

Mathematical Methods 1 and 2

Mathematical Methods 3 and 4

General Mathematics 3 and 4
Mathematical Methods 3 and 4

General Mathematics 3 and 4

OPTION 3

General Mathematics 1 and 2

General Mathematics 3 and 4

Foundation Mathematics 3 and 4

No Mathematics

OPTION 4

General Mathematics 1 and 2
Mathematical Methods 1 and 2

General Mathematics 3 and 4
Mathematical Methods 3 and 4

Mathematical Methods 3 and 4

General Mathematics 3 and 4

OPTION 5

Foundation Maths 1 and 2

Foundation Mathematics 3 and 4

No Mathematics

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytenburg@korowa.vic.edu.au

NOTE: General Mathematics 3 and 4 was previously known as Further Mathematics 3 and 4.

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

GENERAL MATHEMATICS UNITS 1 AND 2

UNIT 1

Entry Requirements

There is no prerequisite for selection of General Mathematics Unit 1 but it is advisable that students have reached a satisfactory level at Year 10.

Areas of Study

Data analysis, probability and statistics

Covers types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.

Algebra, number and structure

Covers the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.

Functions, relations and graphs

Covers linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.

Discrete mathematics

Covers the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

UNIT 2

Entry Requirements

There is no prerequisite for selection of General Mathematics Unit 2 but it is advisable that students have reached a satisfactory level at General Mathematics Unit 1 or have studied Mathematical Methods Unit 1.

Areas of Study

Data analysis, probability and statistics

Covers association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Discrete mathematics

Covers the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

Functions, relations and graphs

Covers direct and inverse variation, transformations to linearity and modelling of some non-linear data.

Space and measurement

Covers units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

Assessment

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of Assessment tasks including an examination, various problem solving tasks, facts, skills and applications tests, and an investigative project.

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytensburg@korowa.vic.edu.au

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General Mathematics Units 3 and 4 focus on real-life application of mathematics.

GENERAL MATHEMATICS UNITS 3 AND 4

Entry Requirements

There is no formal prerequisite for General Mathematics Units 3 and 4 but assumed knowledge and skills are contained in General Mathematics Units 1 and 2.

UNITS 3 AND 4

Areas of Study

Data Analysis

Covers data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

Recursion and financial modelling

Covers the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Matrices

Covers the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Networks and decision mathematics

Covers the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Assessment

- The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes.
- Students' levels of achievement are determined by:
- School-assessed coursework (24% for Unit 3 and 16% for Unit 4).
- Two written examinations in November, each of duration 90 minutes.
- Examination 1 (30%): comprises multiple-choice questions covering all Areas of Study, designed to assess your knowledge of mathematical concepts, models and techniques and their ability to reason, interpret and apply this knowledge in a range of contexts. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.
- Examination 2 (30%): comprises written response questions covering all Areas of Study, designed to assess your ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytensburg@korowa.vic.edu.au

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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.

Entry Requirements

A minimum of 60% across tests and examinations in 10A Mathematics. Students who are accelerated completing 10A Mathematics in Year 9 would be expected to obtain a minimum of 80% across tests and examinations. If these grades are not achieved, then progression will include a consultation with the student's Mathematics teacher and Head of Department.

MATHEMATICAL METHODS UNITS 1 AND 2

UNIT 1

The focus of Unit 1 is the study of simple algebraic functions.

Areas of Study

Functions, relations and graphs

Covers the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs will be explored in a variety of modelling contexts and theoretical investigations.

Algebra, number and structure

Covers algebra of polynomial functions of low degree and transformations of the plane.

Calculus

Covers constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

Data analysis, probability and statistics

Covers the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, wytenburg@korowa.vic.edu.au

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UNIT 2

Unit 1 is a prerequisite for Mathematical Methods Unit 2. Unit 2 is a prerequisite for Mathematical Methods Units 3 and 4. The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.

Areas of Study

Functions, relations and graphs

Covers graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry. The behaviour of functions and their graphs will be explored in a variety of modelling contexts and theoretical investigations.

Algebra, number and structure

Covers algebra of some simple transcendental functions and transformations of the plane.

Calculus

Covers differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.

Data analysis, probability and statistics

Covers the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

Assessment

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of Assessment tasks including assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks and mathematical investigations.

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Entry Requirements

Assumed knowledge and skills are contained from Mathematical Methods Units 1 and 2; however, students must achieve a minimum of a 60% in both Tests and Exams in Mathematical Methods Units 1 and 2 to progress to Units 3 and 4.

MATHEMATICAL METHODS UNITS 3 AND 4

UNITS 3 AND 4

Areas of Study

Functions, relations and graphs

Covers transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.

Algebra, number and structure

Covers the algebra of functions, including composition of functions, inverse functions and the solution of equations. The identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms is also explored, along with recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods.

Calculus

Covers graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions.

Data analysis, probability and statistics

Covers discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Assessment

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

Students' levels of achievement are determined by:

- School-assessed coursework (20% for Unit 3 and 20% for Unit 4)
- Two written examinations in November
- Examination 1 (20%): A 1-hour paper that comprises short-answer and some extended-answer questions covering all Areas of Study, designed to assess your knowledge of mathematical concepts, your skills in carrying out mathematical algorithms without the use of technology and your ability to apply concepts and skills. No technology (calculators or software) or notes of any kind are permitted.
- Examination 2 (40%): A 2-hour paper comprising multiple-choice questions and extended-answer questions covering all areas of the study, designed to assess your ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytensburg@korowa.vic.edu.au

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Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Entry Requirements

A recommendation of 80% across tests and examinations in 10A Mathematics. This is also a unit for students who currently study or have previously studied Unit 1 Mathematical Methods. It is a prerequisite for Units 3 and 4 Specialist Mathematics.

SPECIALIST MATHEMATICS UNITS 1 AND 2

Units 1: Areas of Study

Algebra, number and structure

Covers the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.

Discrete mathematics

Covers the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

Unit 2: Areas of Study

Data analysis, probability and statistics

Covers the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.

Space and measurement

Covers trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.

Algebra, number and structure

Covers the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.

Functions, relations and graphs

Covers an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

Assessment (for each unit)

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of Assessment tasks including assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks and mathematical investigations.

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytensburg@korowa.vic.edu.au

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Specialist Mathematics Units 3 and 4 focuses on mathematical structure, reasoning and proof and applications across a range of modelling contexts.

Entry Requirements

Assumed knowledge is drawn from Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2. Mathematical Methods Units 3 and 4 is a prerequisite for Specialist Mathematics Units 3 and 4, and can be studied either concurrently or previously.

SPECIALIST MATHEMATICS UNITS 3 AND 4

UNITS 3 AND 4

Areas of Study

Discrete Mathematics - Logic and proof

Covers the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other Areas of Study.

Functions, relations and graphs

Covers rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

Algebra, number and structure - Complex numbers

Covers the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Calculus

Covers the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.

Space and measurement

Covers the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytensburg@korowa.vic.edu.au

using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.

Data analysis, probability and statistics

Covers the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

Students' levels of achievement are determined by:

- School-assessed coursework (20% for Unit 3 and 20% for Unit 4).
- Two written examinations in November.
- Examination 1 (20%): A 1-hour paper that comprises short-answer and some extended-answer questions covering all Areas of Study, designed to assess your knowledge of mathematical concepts, your skills in carrying out mathematical algorithms without the use of technology and your ability to apply concepts and skills. No technology (calculators or software) or notes of any kind are permitted.
- Examination 2 (40%): A 2-hour paper comprising multiple-choice questions and extended-answer questions covering all areas of the study, designed to assess your ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.

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Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Students undertaking this course will require some foundational skills in working with algebra as the use of a CAS calculator is not permitted in this course.

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytensburg@korowa.vic.edu.au

FOUNDATION MATHEMATICS UNITS 1 AND 2

UNIT 1

Students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

Entry Requirements

There is no prerequisite for selection of Foundation Mathematics but it is advisable that students are proficient with technology to support their mathematical learning.

Areas of Study

Algebra, number and structure

Covers estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.

Data analysis, probability and statistics

Covers collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.

Discrete mathematics - Financial and consumer mathematics

Covers the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.

Space and measurement

Covers time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

Assessment

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of Assessment tasks including portfolios, assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks, and mathematical investigations.

UNIT 2

Focus on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

Entry Requirements

There is no prerequisite for selection of Foundation Mathematics but it is advisable that students are proficient with technology to support their mathematical learning.

Areas of Study

Algebra, number and structure

Covers estimation and the use and application of the representation of generalisations and patterns in number, including formulas and other symbolic expressions, in everyday and routine work contexts.

Data analysis, probability and statistics

Covers the analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of data summaries.

Discrete mathematics - Financial and consumer mathematics

Covers the use and interpretation of different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters.

Space and measurement

Covers shape and location concepts, and their use and application in a variety of domestic, societal, industrial and commercial contexts.

Assessment

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of Assessment tasks including portfolios, assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks, and mathematical investigations.

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Foundation Mathematics Units 3 and 4 focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Students undertaking this course will require some foundational skills in working with algebra as the use of a CAS calculator is not permitted in this course.

Entry Requirements

There is no formal prerequisite for Foundation Mathematics Units 3 and 4 but assumed knowledge and skills are contained in Foundation Mathematics Units 1 and 2 or General Mathematics Units 1 and 2.

FOUNDATION MATHEMATICS UNITS 3 AND 4

UNITS 3 AND 4

Areas of Study

Algebra, number and structure

Covers estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

Data analysis, probability and statistics

Covers collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

Discrete mathematics – Financial and consumer mathematics

Covers the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

Space and measurement

Covers the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

Students' levels of achievement are determined by:

- School-assessed coursework (40% for Unit 3 and 20% for Unit 4).
- One written examination in November, of duration 120 minutes (contributing 40%):
- Comprises multiple-choice and written response questions covering all Areas of Study and key knowledge and key skills that underpin Units 3 and 4.
- Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.

If you would like more information, please contact the Head of Mathematics, Vera Wytenburg, vwytensburg@korowa.vic.edu.au

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MEDIA STUDIES

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. 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.

Students develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Areas of Study

- Media representations
- Media forms in production
- Australian stories

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in the media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. 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.

Areas of Study

- Narrative, style and genre
- Narratives in production
- Media and Change

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All Assessments at Units 1 and 2 are school-based. Procedures for Assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Suitable tasks for Assessment in this unit may be selected from the following: audiovisual or video sequences; radio or audio sequences; photographs; print layouts; sequences or presentations using digital technologies; posters; written responses; or oral reports.

If you would like more information, please contact the Head of Visual Arts, Sally Walk, swalk@korowa.vic.edu.au

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MEDIA STUDIES

UNIT 3: MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION

In this unit, students explore stories that circulate in society through close analysis of a media narrative. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, historical, institutional and economic and political contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read a narrative using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form.

Students explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Areas of Study

- Narratives and their contexts
- Research, development and experimentation
- Pre-production planning

Entry: Units 3 and 4

There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

UNIT 4: MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. 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.

Areas of Study

- Media production
- Agency and control in the media

ASSESSMENT: UNITS 3 AND 4

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and a School-assessed Task (SAT) as specified in the VCE study design, and external Assessment. Percentage contributions to the study score in VCE Media are as follows:

- School-assessed coursework in Unit 3 and 4: 20%
- School-assessed task in Unit 3 and 4: 40%
- End-of-year examination: 40%

If you would like more information, please contact the Head of Visual Arts, Sally Walk, swalk@korowa.vic.edu.au

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VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner. In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

Entry Requirements

There is no prerequisite for entry to Units 1 and 2 Music. The new course (2023-2027) offers a range of pathways that support a variety of student backgrounds including both formal and informal music learning contexts. VCE Units 1 and 2 provide an overview of all of the four music subjects that may be considered for study in Units 3 and 4.

MUSIC UNIT 1 AND 2

UNIT 1 AND 2

The Music Course is designed to be taken in Year 11. Students in Year 10 may be able to take Units 1 and 2 instead of the Music Elective at Year 10. This will be determined upon interview with the Director of Music and the Student Futures Team. Students may come to the class with a limited or wide range of skills and some may be commencing formal individual music tuition for the first time. Conversely, students may have advanced skills after many years of private tuition on an instrument or voice. The classes are designed to create differentiated opportunities as needed, including support within our co-curricular program.

Students will rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works per unit (solo or ensemble), which demonstrate knowledge drawn from their investigation of Unit 1, Organisation in Music, and Unit 2, Effect in Music.

Students also create a folio of brief creative responses, including exercises that demonstrate their understanding of musical organisation and characteristics of at least one work selected for study. They develop appropriate methods of recording and preserving their music, including standard notation, DAWs and notation software. Students reflect on their creative organisation by documenting their approach to creating the music, and identifying and describing their use of music elements, concepts and compositional devices.

Students describe the treatment of Elements of Music and compositional devices and concepts in selected works and they identify and describe relevant musical characteristics including chords, scales and melodic and rhythmic patterns.

If you would like more information, please contact the Director of Music and Head of Performing Arts, Jenny Mathers, jmathers@korowa.vic.edu.au

Areas of Study

Unit 1 Organisation in Music:

- Performing
- Creating
- Analysing and Responding

Unit 2 Effect in Music:

- Performing
- Creating
- Analysing and Responding

Assessment

- Presentation of at least two works, including at least one ensemble/group work, under performance conditions.
- Participation in Masterclasses as works are prepared for performance.
- A discussion of the challenges presented by these works which may be presented in a written format, orally or as a multi-media presentation.
- Aural, written and practical tasks in the form of Composition Tasks, Aural and Theory Worksheets and tests, and written responses to music, both for previously unknown works and set works selected for analysis.
- Composition exercises or improvisations and accompanying discussion that demonstrate an understanding of the organisation of music which may be presented in a written format, orally or as a multi-media presentation.

Music Inquiry offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests.

UNIT 3: INFLUENCE IN MUSIC

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics.

Areas of Study

- Music Making
- Analysing for Music Making
- Responding

MUSIC INQUIRY UNIT 3 AND 4

UNIT 4: PROJECT

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre

Students analyse at least two works from their chosen Area of Investigation.

Areas of Study

- Music Making (performance or arrangement/composition)
- Analysing for Music Making
- Responding

Assessment: Units 3 and 4

35% of marks are allocated by the School in School Assessed Tasks in Unit 3. The level of achievement for Units 3 and 4 is further assessed by an end-of-year examination, which will contribute 15 percent to the study score, and the level of achievement for Unit 4 is also assessed by an Externally-assessed Task, which will contribute 50 per cent to the study score.

If you would like more information, please contact the Director of Music and Head of Performing Arts, Jenny Mathers, jmathers@korowa.vic.edu.au

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There are different subjects available for student selection, depending on areas of interest and experience in music. The possibility of entering the subject without prior experience exists but three or more years of performance experience on an instrument or voice is desirable for the Music Contemporary Performance and Music Repertoire Performance subjects.

Music Contemporary Performance is available to students who wish to improvise and not use fully notated works as the basis of their learning.

MUSIC CONTEMPORARY PERFORMANCE UNIT 3 AND 4

UNIT 3:

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language.

Areas of Study

- Performing
- Analysing for performance
- Responding

UNIT 4:

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that

is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Areas of Study

- Performing
- Analysing for performance
- Responding

Assessment: Units 3 and 4

- School Assessed Tasks: 30%
- External Performance Examination (20 minutes* for one assessed performer): 50%

If you would like more information, please contact the Director of Music and Head of Performing Arts, Jenny Mathers, jmathers@korowa.vic.edu.au

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There are different subjects available for student selection, depending on areas of interest and experience in music. The possibility of entering the subject without prior experience exists but three or more years of performance experience on an instrument or voice is desirable for the Music Contemporary Performance and Music Repertoire Performance subjects.

Music Repertoire Performance is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works,

MUSIC REPERTOIRE PERFORMANCE

UNIT 3 AND 4

UNIT 3

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices.

Areas of Study

- Performing
- Analysing for performance
- Responding (includes Music Language – standard notation)

UNIT 4

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language.

Areas of Study

- Performing
- Analysing for performance
- Responding (includes Music Language – standard notation)

Assessment

- School Assessed Tasks: 30%
- External Performance Examination (20 minutes* for one assessed performer): 50%

If you would like more information, please contact the Director of Music and Head of Performing Arts, Jenny Mathers, jmathers@korowa.vic.edu.au

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This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions.

MUSIC COMPOSITION

UNIT 3 AND 4

UNIT 3

In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.

Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.

Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

Areas of Study

- Creating
- Analysing for Composition
- Responding

UNIT 4

In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses.

They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

Areas of Study

- Creating
- Analysing for Composition
- Responding

Assessment

- 50% externally assessed task (EAT)
- School assessed course work 30%
- End of year examination 20%

If you would like more information, please contact the Director of Music and Head of Performing Arts, Jenny Mathers, jmathers@korowa.vic.edu.au

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PHYSICAL EDUCATION

UNIT 1: THE HUMAN BODY IN MOTION

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions.

They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems.

Areas of Study

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

Assessment

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

Through a series of practical activities, students experience and explore different types of physical activity.

They analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity.

They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

Areas of Study

- How do physical activity, sport and exercise contribute to healthy lifestyles?
- What are the contemporary issues associated with physical activity and sport?

Assessment

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of Assessment tasks which may include: a written report, a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio/diary, a visual presentation, a multimedia presentation, a physical simulation or model, an oral presentation, structure questions or a written plan and reflective folio.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY, SPORT AND EXERCISE

Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance.

Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study

- How are movement skills improved?
- How does the body produce energy?

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components.

Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Areas of Study

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that students have demonstrated achievement of a set of VCAA-specified outcomes. Students' levels of achievement are determined by:

- School-assessed coursework in Unit 3 and 4: 25% + 25%
- A two hour written examination: 50%

If you would like more information, please contact the Head of Physical Education, Megan Supple, msupple@korowa.vic.edu.au

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PHYSICS

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

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

Areas of Study

- How are heat and light explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

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 use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option selected for Area of Study 2.

Areas of Study

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

Assessment

A range of Assessment task styles are implemented throughout Units 1 and 2 including: a summary report of laboratory activities, comparison, evaluation and critique, reflective annotations of practical activities, processes or apparatus, data analyses and evaluations of data or a modelling or simulation activity, a media analysis/response, problem-solving involving physics concepts, skills and/or issues in a real-life context analysis and evaluation of a physics article which can be in the form of an infographic or a scientific poster.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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

Areas of Study

- How do physicists explain motion in one and two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

In this unit students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Areas of Study

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher's decision that student have demonstrated achievement of a set of VCAA-specified outcomes. Students' levels of achievement are determined by:

- Unit 3 School Assessed Coursework: 30%
- Unit 4 School Assessed Coursework: 20%
- Unit 3 and 4 External Examination (2.5 hours): 50%

If you would like more information, please contact the Head of Science, Pramana Tedjosiswoyo, ptedjosiswoyo@korowa.vic.edu.au

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PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL HEALTH PROCESSES SHAPED?

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

Areas of Study

- What influences psychological development
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of Study

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop our understanding of influences on perception and behaviour?

Assessment

A range of Assessment task styles are implemented throughout Units 1 and 2 including: analysis and evaluation of an experiment or case study, data analyses, reflective annotations of practical activities media analyses of contemporary media texts, a literature review, a response to a psychological issue or ethical dilemma, a modelling or simulation activity, problem-solving involving psychological concepts, skills and/or issues, or a report of a scientific investigation.

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Areas of Study

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

Assessment: Units 3 and 4

- Unit 3 School Assessed Coursework: 20%
- Unit 4 School Assessed Coursework: 30%
- Unit 3 and 4 External Examination (2.5 hours): 50%

UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep 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. 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.

Areas of Study

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

If you would like more information, please contact the Head of Science, Pramana Tedjosiswoyo, ptedjosiswoyo@korowa.vic.edu.au

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The study of VCE Visual Communication Design seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge, and mindsets necessary to address the problems of life. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible, and empathetic practitioner.

Entry Requirements

There are no prerequisites for entry to Unit 3/4 VCD; however, it is recommended that students undertake Units 1 and 2 to familiarise themselves with drawing techniques, design terminology and design processes.

UNIT 1: FINDING REFRAMING AND RESOLVING DESIGN PROBLEMS

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. Human-centred research methods help students to prepare relevant briefs.

Areas of Study

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

VISUAL COMMUNICATION DESIGN

UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

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 also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Students also learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Areas of Study

- Design, place and time
- Cultural ownership and design
- Designing interactive experiences

Assessment: Units 3 and 4

Students demonstrate achievement of the VCAA outcomes via performance on Assessment tasks. Assessment tasks can take the form of singular practical or written responses, folios of work, written and oral critiques and presentations. Outcomes are assessed according to a set of criteria which are numerically scored. Students complete a 90-minute practical and written examination at the end of each Unit.

UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Students study contemporary designers practising in one or more fields of design practice, to gain insights into the processes used to design messages, objects, environments and interactive experiences. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Areas of Study

- Professional Design Practice
- Design analysis
- Design Process: Defining problems and developing ideas.

If you would like more information, please contact the Head of Visual Arts, Sally Walk, swalk@korowa.vic.edu.au

UNIT 4: DELIVERING DESIGN SOLUTIONS

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. Students work through iterative processes to develop designs and pitch designs for feedback in order to arrive at final design solutions. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Areas of Study

- Design process: refining and resolving design concept
- Presenting design solutions

Assessment: Units 3 and 4

Assessment tasks are in the form of a folio of practical work which is developed in Unit 3 and refined and presented in Unit 4 as well as written and/ or oral presentations on Analysis and Practice, Design Industry Practice and Evaluation and Explanation of ideas.

The students' level of achievement will be determined by School Assessed Coursework, the School Assessed Task and an end of Year examination:

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Task 40%
- End of Year Examination 35%

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