



KYNETON HIGH SCHOOL

KYNETON HIGH SCHOOL

2023

SENIOR SCHOOL COURSE
INFORMATION HANDBOOK

RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE

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INTRODUCTION

Welcome to the Senior Years of study. This handbook is a resource for students and their parents/guardians which is designed to assist students and parents to understand the structure of our Senior Years Program at Kyneton High School, and has been compiled to enable students to make informed choices when selecting a course of subjects that supports their career aspirations and associated pathways.

The Handbook has three sections:

1. The Senior Program
2. Kyneton High School Learning Areas
3. Description of VCE and VET Subjects on offer at KHS

Our Senior Years curriculum is designed to allow students:

- **Breadth and depth of study:** The flexibility of our Senior Program encourages all students to take a variety of studies, while providing them with the ability to specialise in a particular area. Students should carefully choose subjects to prepare them for a range of possible career options, and should not choose subjects that may overly restrict their career choices.
- **Pursue interests and develop talents:** It is advised students choose subjects they enjoy as they often perform better in these subjects. Beware of choosing subjects based on the impact of scaling in calculating the ATAR. Choosing subjects purely because they are

‘scaled up’ is not recommended, and it may actually disadvantage students when they choose studies in which they are not strong in. The choice of subjects may ultimately determine how a student may spend a large proportion of their life and career, therefore they are advised to select subjects that will satisfy a future they are interested in.

- **Plan a course to follow a pathways plan:** Students will be provided with opportunities to develop a Careers Action Plan to assist them in decisions regarding their future career pathways. They are advised to consult with the CHS Careers Advisor to ensure the selections they make are in line with future study opportunities such as university entry requirements. Students will also be allocated a Pathways Counsellor who will assist in course decisions, prior to the official course selection day.

In addition to this Handbook, students have been directed towards the following additional material:

- [Senior Subject Selection Website](#): for information about subject on offer at KHS.
- Learning Area Leaders (see following page).
- [VTAC Website](#): for information about researching courses and prerequisites, scaling, ATAR.

THE SENIOR PROGRAM

SENIOR SECONDARY CERTIFICATE REFORM

In 2023, students will be enrolled in either the VCE Program or the new VCE Vocational Major Program which is being introduced to replace the current VCAL Program. The VCE Vocational Major (VCE VM) is a two-year program within the VCE that will replace Intermediate and

Senior VCAL. It will prepare students to move into apprenticeships, traineeships, further education and training, university (through non-ATAR pathways) or directly into the workforce.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

In the VCE Program, students enrol in a compulsory English subject and then select a program of study from a wide variety of other subjects that we offer. A comprehensive list of these subjects can be found by clicking on the left hand menu links. Kyneton High School pride ourselves on maintaining a diverse senior curriculum from year to year, ensuring that students can enrol in university pre-requisite subjects such as chemistry and folio subjects such as Studio Art. We also support students to widen their choice of learning program by facilitating enrolment in Distance Education subjects and University Extension subjects (first-year university subjects).

ELIGIBILITY

In order to be awarded their VCE a student needs to satisfactorily complete at least 16 units including:

- At least three units from the English Group (English or English EAL), two of which must be a Unit 3-4 sequence.
- An additional three Unit 3-4 sequences of studies. This includes VET Unit 3-4 sequences.

CALCULATION OF THE ATAR

The ATAR ranking is developed from an aggregate produced by adding the results for up to six studies as follows:

- The scaled study score in one of English, English (EAL) or Literature.
- The next best three scaled study scores permissible (with English these make the “primary four”)

- 10% of any fifth and/or sixth permissible scores that are available (these are called increments).

If the student has more than six results, the six permissible results that give the highest ATAR are used. Further information regarding assessment can be located on the [VTAC Website](#).

KYNETON HIGH SCHOOL LEARNING AREA LEADERS

CURRICULUM AND LEARNING LEADER	Dr Anwyn Chapman	anwyn.chapman@education.vic.gov.au	
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VCE VOCATIONAL MAJOR (VCE VM)

The VCE Vocational Major (VCE VM) is being introduced in 2023 and is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM replaces the current VCAL Program and will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

The VCE VM course is structured for students as follows:

- Four core VCE VM subjects; Literacy, Numeracy, Work Related Skills and Personal Development.
- Up to two VET subjects to be selected from the range available; Automotive, Health Services Assistance, Hospitality, Building and Construction and Engineering.
- In some instances, where the timetable allows, students are able to complete VCE subjects as part of the VCE-VM Program.

ELIGIBILITY

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

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- Students **MUST** complete at least four Unit 3–4 sequences to be eligible for the VCE VM Certificate.

VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate (VPC) will also be introduced in 2023 to replace Foundation VCAL. The VPC is designed to support students to transition either to the VCE Vocational Major or to entry level VET or employment. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education.

ELIGIBILITY

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

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

VET VOCATIONAL EDUCATION & TRAINING (VET)

VCE VET Programs are designed to reinforce classroom learning with hands on training and practice in industry.

A VET program enables Year 10-12 students to complete a nationally recognised vocational qualification whilst completing their VCE/VCE VM. VCE VET programs help students become 'job ready' with a high standard of general education, broad vocational skills and the ability to take on further study as skill requirements change.

VCE VET programs enable students to obtain direct experience of business and industry. They enable

students to explore their interests and build on part-time work experiences. They assist in the development of confidence and self-esteem.

Kyneton High School currently runs the following VCE VET Programs:

- Certificate II Automotive
- Certificate II Building and Construction
- Certificate II Engineering
- Certificate III Health Services Assistance
- Certificate II Kitchen Operations
- Certificate III Sport and Recreation

LEARNING AREAS

CREATIVE INDUSTRIES

SUBJECTS AND UNITS ON OFFER

- Art: Creative Practice Units 1-4
- Visual Communication Units 1-4

OVERVIEW

Learning in Creative Industries addresses essential elements that provide important ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. Studies in Creative Industries engage students as makers or producers, as performers or presenters, as audience members, as critics or as arts theorists. They experience Creative Industries through creating, making and presenting, understanding critical and aesthetic aspects, and studying Creative Industries in past and present. Studies in this area may lead on to further educational opportunities in TAFE Art or Graphic Design programs or University Visual Arts, Performing Arts, Design, Media, Drama or Education degrees. Many performing arts students have part time employment in the music industry.

WHAT PATHWAYS COULD THESE SUBJECTS COULD LEAD TO?

- Bachelor Fine Arts - photography, Bachelor of Digital Media,
- Diploma Photography, Certificate IV Photography, Bachelor of Art - Fashion, Fashion Design, Marketing, Fashion Marketing, Fashion Technology, Visual Merchandising
- Bachelor of Fine Arts- Ceramics, Sculpture
- Bachelor of Creative Arts, Bachelor of Design, Bachelor of Graphic Design
- Bachelor of Interior Design, Certificate IV Art and Design

ENGLISH

SUBJECTS AND UNITS ON OFFER

- English Units 1- 4
- Literature Units 1-4

OVERVIEW

VCE English enables students to further develop their critical understanding and control of the English language. Classroom activities integrate the skills of reading, writing, speaking, listening and thinking.

VCE Literature has a strong focus on the close analysis of different texts. Students study plays, poetry, novels and short stories through in depth discussion and close reading strategies.

The VCE English requirement

Students are required to complete at least three units from the English group, two of which must be a Unit 3-4 sequence, in order to satisfy the requirements of the VCE.

WHAT PATHWAYS COULD THESE SUBJECTS COULD LEAD TO?

- Bachelor of Arts
- Bachelor of Education
- Legal
- Media
- Communications
- Environmental Sciences
- Public Relations
- Journalism

Many courses require a study score of at least 25 in English

HEALTH AND PHYSICAL EDUCATION

SUBJECTS AND UNITS ON OFFER

- Health and Human Development Units 1-4
- Physical Education 1-2
- VET Cert II Outdoor Recreation
- VET Cert III Sport and Recreation 1-4 (Certificate III VCE VET subject)
- VET Health Services Assistance 1-4 (Certificate III VCE VET subject).

OVERVIEW

Studies in the Health and Physical Education promote the benefits of physical activity, human movement and fitness. It assists student to develop the knowledge and skills required to make informed decisions about food and nutrition and evaluate health at the individual, community and global level. Studies in this area may lead to further education in the health, sport, recreation and outdoor industry. This could include university and TAFE courses

WHAT PATHWAYS COULD THESE SUBJECTS LEAD TO?

- Bachelor of Applied Science (Human Movement),
- Bachelor of Physical Education/Education teacher,
- Cert III/IV/Diploma in Sport and Recreation
- Cert IV in Outdoor Recreation
- Bachelor of Outdoor and Environmental Education,
- Bachelor of Outdoor leadership/Education
- Cert IV/Diploma in Nature Tourism
- Cert IV / Diploma / Bachelor of Nursing Allied Health, Aged Care, Health Services

HUMANITIES

SUBJECTS AND UNITS ON OFFER

- Business Management Units 3-4
- Classical Studies Units 1-4
- Legal Studies Units 1-2
- Modern History Units 1 -2

OVERVIEW

These four subjects offer students opportunities to follow their interests in a range of areas of study from the fields of Business Studies and Humanities. They provide a framework in which students investigate human relationships, the structure of society, power, the economy and how the past has shaped the present. Each of the individual subjects is quite specialised and distinct from the others in the area. Studies in this area may lead on to further educational opportunities in TAFE Accounting, Administration, Humanities, Legal, and Social Science programs or University History, Business, Finance, Marketing, Management, Arts, Public Relations and Education degrees.

WHAT PATHWAYS COULD THESE SUBJECTS LEAD TO?

- Bachelor of Arts (Politics, Legal Studies, Sociology, Criminology)
- Bachelor of Business (Marketing, Human Resources Management, Operations Management, Economics, Accounting)
- Bachelor of Commerce
- Bachelor of Laws
- Bachelor of Education
- Various Diplomas and Bachelor qualifications at University and TAFE including studies in Criminology, Police Studies, Justice, Business Administration, Marketing, Accounting, Office Management, Human Resources Management

LOTE

SUBJECTS AND UNITS ON OFFER

- Indonesian Units 1-4 (combined Year 11/12 class in 2023)

OVERVIEW

In an increasingly globalised world it is an advantage to have people equipped to participate socially and economically in this highly interconnected world.

Given the proximity of Indonesia and its relationship with Australia, this Asian language has great relevance for our students. VCE Indonesian emphasises the importance of our connection to Asia and in particular to South-East Asia. Australia's geographical position and geopolitical history has required and continues to require serious engagement with the languages and cultures of this region.

WHAT PATHWAYS COULD THESE SUBJECTS LEAD TO?

Diploma's and Bachelor degrees associated with:

- Industry
- Language Interpretation
- Teaching
- Public Service

MATHS

SUBJECTS AND UNITS ON OFFER

- General Mathematics Units 1-4
- Mathematical Methods Units 1-4

OVERVIEW

VCE Mathematics courses are designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. They are also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

General Mathematics explores non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Mathematical Methods explores simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

WHAT PATHWAYS COULD THESE SUBJECTS LEAD TO?

Mathematics programs lead to a wide range of further studies both at the TAFE and University levels. Many degree courses require a mathematics subject as a pre-requisite for admission. Students wishing to undertake Mathematics / Science or Engineering courses would be well advised to undertake the highest level of maths available.

- Bachelor degrees in:
 - Science
 - Commerce
 - Business Analysis
 - Statistics
 - Data
 - Teaching
 - Mathematics
 - Economics
 - Medicine
 - Architecture.
- Cert IV / Diplomas also available in the areas noted above.
- Specialist pathway broadens options to incorporate Physics and Engineering

SCIENCE

SUBJECTS AND UNITS ON OFFER

- Biology Units 1-4
- Chemistry Units 1-4
- Physics Units 1-4
- Psychology Units 1-4

OVERVIEW

Science education develops students' abilities to pose questions and provide answers about the physical and biological world. The units offered develop abilities to apply scientific knowledge and understanding of some of the key scientific theories, principles and ideas to explain and predict events in the physical and biological world. Students use the skills of scientific investigation and analysis to generate or refine knowledge, find solutions and ask questions. They will be able to communicate scientific understanding using appropriate scientific language to a range of audiences. Studies in this area may lead on to further educational opportunities in TAFE Applied Science, Technology or Engineering programs or University Science, Medical, Engineering, Computing, Agriculture and Education degrees.

WHAT PATHWAYS COULD THESE SUBJECTS LEAD TO?

- Bachelor degrees in:
 - Computer Science
 - Engineering
 - Biotechnology
 - Biological Science
 - Sports Science
 - Health Science
 - Chemical Science
 - Biomedicine and many more.
- Diplomas certificates also available in the areas noted above.

TECHNOLOGY

SUBJECTS AND UNITS ON OFFER

- VET Automotive (Certificate II VCE VET subject)
- VET Engineering (Certificate II VCE VET subject)
- VET Building & Construction. (Certificate II VCE VET subject)
- VET Hospitality (Certificate II VCE VET subject)

OVERVIEW

Technology is a term that relates to all the equipment and processes that people use in manipulating and modifying the natural environment and resources to support human endeavour. It involves the purposeful application of knowledge, skills, experience and materials to create useful products. The Technology units involve students in generating ideas and acting on them, as well as in using and developing processes and products that satisfy human needs. Students develop their skills in using technological equipment, their knowledge and understanding of past and present technologies, and examine possibilities of emerging technologies. Many of the Technology units provide the students with skills that enable them to enter employment in the Trade apprenticeship area.

WHAT PATHWAYS COULD THESE SUBJECTS LEAD TO?

- Bachelor degrees in Programming, Product Service System Design, Information Technology, Industrial Design, Coding, Information Science, Game Design and Production
- Cert III - Mechanic, Diesel Mechanic, Mechanical Engineer, Panel beating, racing car industry
- Cert III, IV - Construction (Carpentry)
- Cert IV & Diploma in Surveying, Draftsperson, Building Inspector
- Cert III, Cert IV Fitting and Turning Apprenticeship, Boilermaker, Apprenticeship, CAD Draftsperson, Fabrication trade, Production Technology
- Hospitality Industry, Tourism Industry, Cooking Apprenticeship

THE VCE PROGRAM

The following pages detail, in alphabetical order, all of the VCE subjects on offer at Kyneton High School in 2023.

ART: CREATIVE PRACTICE (CREATIVE INDUSTRIES)

SUBJECT OVERVIEW

The nature of this subject allows students to explore the 'Creative Practice' in order to deepen their own artistic practice. They will research and investigate the work of artists and other influences. They will explore and develop their own ideas, while engaging in a broad variety of artistic experimentation. Part of this cyclical process also requires time for the reflection and evaluation of their progress.

They will document their development in a visual diary, using both visual responses and written annotations. Over the course of Units 1 to 4 they will resolve their explorations, developing a number of finished artworks. This process should illuminate a refinement of both the student's artistic voice and style.

Interpretive frameworks will be applied to artworks studied in order to view them constructively and consider different viewpoints in their analysis.

UNIT 1: INTERPRETING ARTWORKS AND EXPLORING CREATIVE PRACTICE

Students will:

- discuss the practices of three artists and interpret one artwork by each using the Personal and Structural interpretive lens. One contemporary and historical artist (including one Aboriginal and Torres Strait Islander and Australian artist)
- develop and make personal visual responses using the Creative Practice.
- document and evaluate the use of the Creative Practice used to make personal visual responses.

UNIT 3: INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

Students will:

- develop, refine and resolve ideas from Unit 3
- present a critique.
- document and evaluate the use of the Creative Practice.
- resolve and present a Body of Work.
- compare the practices of historical and contemporary artists.
- use the Interpretive Lenses to analyse and interpret historical and contemporary artworks.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are none for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 and 4 School Assessed Tasks in Areas of Study 1 & 2: 60 %
- Unit 4 School Assessed Task in Areas of Study 3: 10%
- End-of-year examination: 30%

UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

Students will:

- analyse and compare the practices of three artists from different periods of time using the Cultural lens. 4 mandatory areas: Australian, Aboriginal and Torres Strait Islander, Collaborative artist and contemporary artist.
- explore collaborative practice and social and cultural ideas using the Creative Practice
- document and critique of collaborative practice. Making of final artworks.

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

Students will:

- document the use of the Creative Practice and present a critique to inform the refinement and resolution of a body of work.
- use the Creative Practice to resolve and present a body of work.
- compare the practices of historical and contemporary artists and the use of interpretive lenses to analyse and interpret the meanings and messages in selected artworks.

BIOLOGY (SCIENCE)

SUBJECT OVERVIEW

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

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

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 20%
- Unit 4 school-assessed coursework: 30%
- End-of-year examination: 50%

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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

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

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

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

BUSINESS MANAGEMENT (HUMANITIES)

Kyneton High School will be offering Units 3-4 of this subject in 2023. Units 1-2 will be offered in 2024

SUBJECT OVERVIEW

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager.

UNIT 1: PLANNING A BUSINESS

How businesses are formed 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.

UNIT 3: MANAGING A BUSINESS

Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are none for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNIT 2: ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

UNIT 4: TRANSFORMING A BUSINESS

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

CHEMISTRY (SCIENCE)

SUBJECT OVERVIEW

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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

Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

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

Students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 20%
- Unit 4 school-assessed coursework: 30%
- End-of-year examination: 50%

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

Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

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

Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

CLASSICAL STUDIES (HUMANITIES)

SUBJECT OVERVIEW

What is a hero? What is beauty? What makes a leader? What is the nature of war? Ancient Greece and Ancient Rome confronted many of these questions that we still grapple with today. VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what it means to be human.

UNIT 1: MYTHICAL WORLDS

This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. The deeds of Theseus, the wrath of Achilles, the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. Women such as Helen, Clytemnestra and Dido hold enduring fascination. Greek and Roman myths combine love and war, the monstrous and the human. They examine the nature of the individual and key aspects of society.

UNIT 3 AND 4: CLASSICAL WORLDS

Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. There is no restriction on the number of histories a student may take.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNIT 2: CLASSICAL IMAGINATIONS

This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? How does Sallust capture the demise of the Roman republic? How does Tacitus depict Roman political life over a century later? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced? The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant re-imagining.

Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its social-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

ENGLISH (ENGLISH)

SUBJECT OVERVIEW

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, including various classical texts as well as contemporary works, and using texts from Australia and 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 EAL

Kyneton High School also offers English as an Additional Language Units 1-4 for students whose first language is not English or who are hearing impaired. Students will need to meet eligibility requirements to be granted EAL status and should contact the School for more information.

UNIT 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written and spoken texts.

Assessment

- Creative response to text
- Analytical response to text
- Argument and persuasive language tasks
- Oral presentation of an issue

UNIT 3

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 are chosen from the Text List published annually by the VCAA. The texts selected for study in Area of Study 2 must have appeared in the media since 1 September of the previous year.

Assessment

- Creative response to text
- Analytical response to text
- Argument and persuasive language analysis

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 - 4 are designed to a standard equivalent to the final 2 years of secondary education.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 30%
- End-of-year examination: 50%

UNIT 2

In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Assessment

- Opinion essay on a specific issue.
- Argument and persuasive language tasks
- Comparative analysis of texts

UNIT 4

In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 are chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

Assessment

- Oral presentation of an issue
- Comparative analysis of texts

HEALTH AND HUMAN DEVELOPMENT (HEALTH & PHYSICAL EDUCATION)

SUBJECT OVERVIEW

VCE Health and Human Development provide students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. Students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and extended inquiry into one youth health focus area.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALIZED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of data and access to quality health care.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

INDONESIAN (LOTE)

Kyneton High School will offering this subject as a combined Year 11/12 class in 2023

SUBJECT OVERVIEW

Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment.

This study develops students' ability to understand and use the language of a country which is one of Australia's closest neighbours and is one of the most populous countries in the world. The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education.

Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development and literacy.

UNITS 1&2

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing.

This unit should allow the student to establish and maintain a spoken and written exchange and listen to, read and obtain information from written and spoken texts. Students produce a personal response to a text focusing on real or imaginary experience in written or spoken form.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites:

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

Students must complete application forms with details of their background of their Indonesian studies at Year 12, if they wish to enrol in this study.

Students must also undertake Unit 3 prior to undertaking Unit 4 in the same calendar year.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNITS 3&4

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either, Language and Culture through texts, or through VET.

Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences.

They should also be able to respond critically to spoken and written text, which reflect aspects of the language and culture of Indonesian-speaking communities.

LEGAL STUDIES (HUMANITIES)

Kyneton High School will offering Unit 1-2 of this subject in 2023. Unit 3-4 will be offered in 2024

SUBJECT OVERVIEW

This study is about the way the law relates to and serves both individuals and the community. It examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

UNIT 1: GUILT AND LIABILITY

Criminal law and civil law aims to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

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. Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNIT 2: SANCTIONS, REMEDIES & RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years.

UNIT 4: THE PEOPLE AND THE LAW

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

LITERATURE (ENGLISH)

SUBJECT OVERVIEW

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

UNIT 1: APPROACHES TO LITERATURE

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

UNIT 3: FORM AND TRANSFORMATION

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNIT 2: CONTEXT AND CONNECTIONS

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

UNIT 4: INTERPRETING TEXTS

In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

VCE MATHEMATICS

Students undertaking any senior maths subject require a TI-nspire CAS calculator.

SUBJECT OVERVIEW

The Mathematics Program is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of student abilities. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered would apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

In 2023 there are two streams of Mathematics offered at Kyneton High School:

- General Mathematics 1-4
- Mathematical Methods 1-4

GENERAL MATHEMATICS 1&2

General Mathematics provides a solid grounding in maths in the senior years for students, particularly in the areas of statistics, data analysis and modelling which are particularly relevant for today's careers pathways. This subject caters for a diverse range of student aspirations and leads into General Mathematics 3-4. The areas of study are:

Unit 1: Data distribution, Computational arithmetic, Linear equations, Linear Modelling and Graphs.

Unit 2: Bivariate Data, Patterns and recursion, Trigonometry, Shape and Measurement.

MATHEMATICAL METHODS 1&2

This course is designed as preparation for Mathematical Methods Units 3-4 and explores concepts of mathematical functions, graphs and transformations. Mathematical Methods Units 1-2 has a strong focus on algebra, calculus and probability. Successful completion of Mathematical Methods Units 1-2 is compulsory before undertaking Units 3-4.

ASSESSMENT / ENTRY REQUIREMENTS

Students undertaking Mathematical Methods Units 1&2 are expected to have a solid background in number, algebra, function, and probability. Additional preparatory work will be advisable for any student who wishes to undertake Mathematical Methods Unit 2 without completing Mathematical Methods Unit 1. Proof of this preparation will be required. Students must complete Unit 3 prior to undertaking Unit 4.

Students are encouraged to study a combination of General Mathematics and Mathematical Methods if they believe that they can meet the requirements of both programs.

Assessment

Satisfactory Completion: Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2 Maths Studies

A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Unit 3 and 4 Maths Studies

General Mathematics 3&4

- Unit 3 school-assessed coursework: 24 %
- Unit 4 school-assessed coursework: 16 %
- Unit 3 and 4 examination 1: 30 %
- Unit 3 and 4 examination 2: 30 %

Mathematical Methods 3&4

- Unit 3 school-assessed coursework: 20 %
- Unit 4 school-assessed coursework: 20 %
- Unit 3 and 4 examination 1: 20 %
- Unit 3 and 4 examination 2: 40 %

GENERAL MATHEMATICS 3&4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data Analysis, Recursion and Financial Modelling, while Unit 4 comprises Matrices, Networks and Decision Mathematics. General Mathematics 1-2 or Mathematical Methods 1-2 is a pre-requisite for this subject.

MATHEMATICAL METHODS 3&4

Mathematical Methods Unit 3-4 consists of the following areas of study - functions and graphs; calculus; algebra and probability. The course builds upon the mathematical foundations established in the Mathematical Methods Units 1-2 program, which is a pre-requisite for this subject.

MODERN HISTORY (HUMANITIES)

Kyneton High School will offering Unit 1-2 of this subject in 2023.

SUBJECT OVERVIEW

Modern History explores the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

This subject is suited to students who are:

- curious about the past
- open minded when considering new ideas
- willing to provide their point of view using persuasive evidence
- passionate about learning how more recent historical events have shaped the world and continue to have influence today
- considering studying a history subject in Year 12 in 2024.

UNIT 1: CHANGE AND CONFLICT

In unit 1 students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. This period includes the First World War, the Communist revolutions in Russia and China, the Great Depression, the rise of Facism and Nazism and challenges to society and the world order.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNIT 2: THE CHANGING WORLD ORDER

In unit 2 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. This period includes the reshaping of post-war Europe, the Cold War, the wars in Korea and Vietnam and the Space Race. Students will also explore movements for change - including the peace and environmental movements and the fight for equality.

PHYSICAL EDUCATION (HEALTH & PHYS. ED.)

SUBJECT OVERVIEW

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

UNIT 1: THE HUMAN BODY IN MOTION

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

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

PHYSICS (SCIENCE)

SUBJECT OVERVIEW

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

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

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 30%
- Unit 4 school-assessed coursework: 20%
- End-of-year examination: 50%

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

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. 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 conduct an investigation into a range of topics and use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

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

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

PSYCHOLOGY (SCIENCE)

SUBJECT OVERVIEW

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain 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 the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 school-assessed coursework: 16%
- Unit 4 school-assessed coursework: 24%
- End-of-year examination: 60%

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

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

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a bio-psychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing

VISUAL COMMUNICATION (CREATIVE INDUSTRIES)

SUBJECT OVERVIEW

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors.

Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production.

Creative, critical and reflective thinking supports students to progress through the design process.

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

Students will be able to:

- create drawings for different purposes using a range of drawing methods, media and materials.
- select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- describe how visual communications in a design field have been influenced by past and contemporary audiences, and by social and cultural factors.

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES

Students will be able to:

- create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- apply design thinking in preparing a brief with two communication needs for a client undertaking research and generating a range of ideas relevant to the brief.

ASSESSMENT / ENTRY REQUIREMENTS

Prerequisites: There are none for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Satisfactory Completion: Achievement of the set of outcomes specified for the unit.

Levels of Achievement:

Units 1 and 2: A range of school based assessment tasks, including end of year exam, will be utilised to record the standard achieved by students.

Units 3 and 4: School- assessed coursework / end-of-year exams.

- Unit 3 School-assessed Coursework: 25 %
- Unit 3 and 4 School-assessed Task: 40 %
- End-of-year examination: 35 %

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN WITHIN DESIGN FIELDS

Students will be able to:

- create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- manipulate type and images to create visual communications suitable for print and screen based presentations, taking into account copyright.
- apply stages of the design process to create a visual communication to a given brief.

UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

Students will be able to:

- develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
- develop distinctly different design concepts for each need that satisfies the requirements of the brief.
- Complete the end of year examination

VCE VOCATIONAL MAJOR (VCE-VM) PROGRAM

Senior Secondary Certificate Reform

The new VCE Vocational Major Program is being introduced in 2023 to replace the current VCAL Program. The VCE Vocational Major (VCE VM) is a two-year program within the VCE that will replace Intermediate and Senior VCAL. It will prepare students to move into apprenticeships, traineeships, further education and training, university (through non-ATAR pathways) or directly into the workforce.

The VCE Vocational Major will be recognised internationally, be valued by employers and will build on the strengths of students including providing:

- flexible timetables that allow students to study at school, TAFE and work.
- opportunities to experience real-life workplaces.
- subjects that will build students skills and prepare them for life after school.
- greater access to high quality VET learning, either in school or at a local TAFE.

VCE Vocational Major (VCE VM)

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

The VCE VM course is structured for students as follows:

- **Four core VCE VM subjects;** Literacy, Numeracy, Work Related Skills and Personal Development.

- **Up to two VET subjects** to be selected from the range available; Automotive, Health Services Assistance, Hospitality, Building and Construction, Sport & Recreation and Engineering.

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

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

Students **must** complete a minimum of three other Unit 3–4 sequences as part of their program.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge.

Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is also being introduced in 2023 to replace Foundation VCAL. The VPC is designed to support students to transition either to the VCE Vocational Major or to entry level VET or employment. The VPC is suitable for students whose

previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education.

Structured Work Placement

Structured Work placement is a key component of the VCE VM Program. During Term 1, students work with staff and the Year Level Leaders to obtain work placements in their career interest areas.

Students are able to work with one employer for a maximum of 20 days. It is extremely important to

recognise the family network in a collaborative effort to find suitable work opportunities for students.

Students **must** ensure they have the structured work placement arrangement forms signed by all relevant parties before they commence a structured work placement, in order to be covered by the Department of Education for WorkCover and Public Liability.

VCE Vocational Major (VCE-VM) Core Subjects

LITERACY

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

As students develop these skills, they engage with texts that encompass everyday language to the more abstract, specialised and technical language of different workplaces, including the language of further study.

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Students develop their skills to respond to texts and interpret the texts that surround them throughout their time in VCE VM Literacy. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

NUMERACY

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge that arise in a range of different contexts and situations.

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

Technology is an integral part of everyday and working life in Australia. There is an expectation that our students are ready with these skills when they transition to independent living, further study or to work. The integration of digital technologies in the learning of mathematical processes is essential and is embedded throughout this study.

PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

WORK RELATED SKILLS

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

VET PROGRAMS

VCE VET programs are vocational studies approved by the Victorian Curriculum and Assessment Authority as appropriate for senior secondary school students. Kyneton High School has partnered with Registered Training Organisations to offer these subjects. AIET Institute (RTO number 121314) and IVET Institute (RTO number 40548) are our auspicing partners for the School's VET Programs. Both are nationally recognised organisations.

Upon satisfactory completion of all units of a course, the students completing these VCE VET programs will be awarded nationally recognised qualification. They are also fully recognised within the Unit 1–4 structure of the VCE and therefore will contribute towards satisfactory completion of the VCE.

VCE VET units have equal status with other VCE studies. They also contribute to the VCE-VM learning requirements.

VET Health Services Assistance, VET Hospitality, VET Sport and Recreation and VET Engineering are scored VCE VET subjects. This means that these subjects can contribute to a student's primary four studies when producing the ATAR score for VCE students. These subjects have an end of year external VCAA exam.

VET Building and Construction and VET Automotive are non-scored VCE VET subjects which means they do not have an external exam at the end of Year 12, but they can contribute to a student's ATAR score by contributing 10% of the lowest of the primary four scaled studies.

USI (UNIQUE STUDENT IDENTIFIER)

Students will need to register for a USI in order to be enrolled in any VET course. This number is then used by the student for any future VET courses so it is important that the number is kept in a safe place. Information regarding this will be forwarded to families by the VET Teachers.

COST OF VET PROGRAMS

VET programs are costly to operate and are subsidised by the government for administrative arrangements and external (TAFE) tuition. The State Government has also recently announced that from 2022, the cost of materials used in VET Programs by students will now be funded by the government, which means that VET Programs will now be more accessible to students. This was previously expected to be covered by families.

AUR20720 CERT II IN AUTOMOTIVE VOCATIONAL PREP

The VET Automotive Program is delivered at the school through the AIET Registered Training Organisation (121314).

Students become work ready through this pre-employment course which is designed to meet the needs of full-time students wishing to pursue a career in the automotive industry through an apprenticeship or higher education.

The VET Automotive program has a nominal duration of 400 hours over two years. The learning outcomes of the Certificate II in Automotive Studies (Prevocational) enable an individual with this qualification to:-

- demonstrate basic operational knowledge in a moderate range of automotive technologies

- apply a defined range of skills appropriate to entry to the automotive industry
- apply known solutions to predictable problems associated with basic automotive technologies
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take responsibility for their own work and learning.

On successful completion of this two year program students are eligible for the award of AUR20720 Cert II in Automotive Vocational Preparation.

2238VIC CERT II BUILDING & CONSTRUCTION PRE-APPRENTICESHIP

Students selecting this course will complete modules leading to the partial completion of 2238VIC Certificate II in Building and Construction which is delivered at school through the AIET registered training organisation (121314).

The overall aim of this program is to provide students with the opportunity to gain basic training in the Building and

Construction industry. The program covers pre-apprenticeship carpentry and construction skills, workplace safety and industry induction.

Examples of Unit 1 and 2 modules include: Apply OHS requirements, Identify & handle carpentry hand tools, Erect & safely use working platforms, Levelling and Wall framing.

Examples of Unit 3 and 4 modules include: Perform basic setting out, Roof framing, Install basic external cladding, Interpret and apply basic plans and drawings.

This is a two year course and students completing all required modules will also be credited with VCE Units 1-2 and 3-4. The required number of hours for VCE/VET Units 1-4 is a minimum of 396 hours. This course requires a structured work placement each year.

The VCE VET Building and Construction program does not offer scored assessment, however students will be eligible for an increment towards their ATAR (10% of the lowest of the primary four scaled studies).

At the end of two years, students will receive a certificate of attainment for modules completed in the Cert II in Building and Construction.

COSTS

Please note that White Card Construction Training is a compulsory module to be completed during the first year of this course. The course costs approx. \$90 per student. Students who complete this training have the advantage of a construction card certification that enables them to work on building sites.

22470VIC CERT II IN ENGINEERING STUDIES

The Certificate II in Engineering Studies 22470VIC is delivered at the school through the AIET registered training organisation (121314). It is designed to provide pre-employment training and pathways in the engineering, manufacturing or related industries and accommodate entry into the wider engineering industry.

The knowledge and skills will assist students in gaining a work-based apprenticeship, traineeship or cadetship leading into a range of careers as a tradesperson.

All modules from this certificate provide credit for an apprenticeship in the engineering field. It also allows students access to a broad range of industry skills.

All core units, compulsory units and a specific elective are programmed in this qualification to best aid the students for career opportunities.

To complete this certificate a minimum of 390 hours will be undertaken through the school-based course. Units completed include OHS, use of hand tools, apply basic fabrication techniques, perform computations, basic welding and thermal cutting processes, and participating in environmentally sustainable work practices. These modules count towards apprenticeships.

HLT33015 CERT III HEALTH SERVICES ASSISTANCE

The Health Services Assistance course will take place during school hours. Students will be expected to undertake a work placement in aged care, a hospital setting, dental clinic, home care support or disability support.

Assessment and learning activities will take the format of in class readings, individual and group activities, practical activities, work place visits, guest speakers, access to the online clinical simulation centre and online assessment tasks (open book tests / questions).

You'll learn to perform a range of tasks and duties and gain knowledge of:

- transporting patients
- preparing and maintaining beds
- following basic food safety practice

- infection control and prevention
- recognising healthy body systems
- basic medical terminology
- workplace health and safety.

You'll be ready to provide a range of assistance to professional staff for the care of patients or clients. You'll have the communication skills and technical and procedural knowledge to work in areas such as:

- health services
- patient support
- food services
- patient transport.

Students will also undertake HLTAID003 Provide First Aid towards the end of year 1.

SIT20421 CERT II IN COOKERY

This course is completed over two years and leads to completion of a nationally recognised industry qualification, thereby offering students the opportunity to gain both VCE Units 1 - 4 and a Certificate II Cookery.

To obtain full certification students must complete at least fifteen units of competence. The course can be followed by further study at Certificate III, IV or Diploma studies.

Student will engage in school based theory studies, work placement and practical units specifically relating to cookery.

This qualification forms part of the apprenticeship qualifications in trades such as Chef, Pastry Cooks, Baker, Confectioner and many other food related trades. This is a VCE VET scored assessed subject and on completion of the second year, students will obtain a unit 3-4 credit towards their VCE and be required to sit an end of year exam.

SIS30115 CERT III IN SPORT AND RECREATION

Certificate III in Sport and Recreation is designed for students who enjoy learning through practical experience and have a keen interest in sport or recreation. It provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Certificate III in Sport & Recreation allows students to develop a comprehensive skill set for employment. Students who complete this 2 year program can work more independently in a variety of sport, fitness, or recreation roles. Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR. When studying this course, students develop sport-specific knowledge and skill related to participation and coaching alongside the ability to complete general administration and customer service tasks. *This is a nationally accredited qualification

Core Modules include:

- provide First Aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Respond to emergency situations

- Organise personal work priorities and development

Those students who continue with this course in 2024 will complete second year modules leading to the completion of Certificate III in Sport and Recreation. This subject is equivalent to a VCE unit 3-4 sequence and can be undertaken as a scored VCE subject.

Modules include:

- educate user groups
- plan and conduct programs
- conduct sport coaching sessions with foundation level participants
- facilitate groups.
- participate in WHS identification, risk assessment & risk control

All modules from these certificates provide credit towards future VET outdoor/sport courses including Cert IV and the diploma in sport/outdoor recreation or will assist in being accepted into similar university degrees.

SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified by IVET. Assessment will include participation and demonstration of skills on, logbooks, journals, peer teaching and learning module questions.

KHS HEAD START PROGRAM

/HEADSTART



WHAT IS THE HEADSTART PROGRAM?

Head Start is an education pathway available at Kyneton High School from Year 10 onwards. This program allows students to undertake a school-based apprenticeship or traineeship whilst also progressing towards the completion of their Year 12 qualification in either the VCE or VCE VM pathway.

Head Start is designed to give students the confidence, capabilities and skills that employers need. The program recognises that students learn in different ways, have different passions and empower their own career choices.

WHAT WILL STUDENTS GET?

Head Start students receive career planning advice from the school career practitioner to find the right pathway.

A Head Start Pathway Plan is tailored to the specific needs of the student and the employer. One-on-one support from a Head Start Coordinator is also provided to keep students on the right track. Quality-assured training through TAFEs and Skills First contracted providers is provided.

By the end of year 12, students will have obtained completion of a VCE or VCE VM certificate, significant progress towards, or completion of a trade qualification,

payment of a fair training wage and a tailored pathway into a priority industry career.

HEAD START COURSES

Head Start students can choose from apprenticeships and traineeships in high needs key industries such as building, construction, community services and health, business and primary industries. Students are required to attend Tafe/Trade school to progress through their apprenticeship and traineeship.

HOW DOES HEAD START WORK WITH SCHOOL?

Depending on the requirement of the employer, students have an increasing amount of time (from 1 – 3 days per week), in their workplace as they move through their senior years schooling.

With the successful completion of their Year 12 the aim is for students to transfer their apprenticeship and traineeship to a full-time basis.

Students interested in participating in the Head Start Program need to complete an Expression of Interest Form and make an appointment with the Head Start Coordinator. Examples of courses that are available through the Head Start Program are shown in the table below.

INDUSTRY AREA	COURSES
COMMUNITY SERVICES & HEALTH	Early Childhood Education & Care, Health Services Assistance, Allied Health Assistance, Community Services, Community Pharmacy
BUSINESS STUDIES	Telecommunications Technology, Information Technology Networking, Business
SERVICE INDUSTRY	Commercial Cookery, Bakery, Hairdressing
PRIMARY INDUSTRY	Agriculture, Horticulture; Production Horticulture, Production Nursery, Arboriculture
BUILDING, CONSTRUCTION & MANUFACTURING	Bricklaying/Blocklaying, Carpentry, Painting & Decorating, Wall & Ceiling Lining, Wall & Floor Tiling, Plumbing, Electro-technology, Electrician, Civil Construction, Light Vehicle Mechanical Technology, Engineering – Fabrication Trade, Engineering – Mechanical Trade, Landscape Construction, Heavy Commercial Vehicle Mechanical Technology, Automotive Refinishing Technology, Cabinet Making, Marine Mechanical Technology, Air-conditioning & Refrigeration



KYNETON HIGH SCHOOL

RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE



RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE