YARRA VALLEY GRAMMAR

LEVAVI · OCULOS

VCE Curriculum

YEAR 11 AND YEAR 12 2027

confidence to achieve

FOREWORD

Welcome to your full Victorian Certificate of Education (VCE) curriculum experience at Yarra Valley Grammar!

Outlined in this booklet is information regarding VCE subjects and arrangements for Senior School students at Yarra Valley Grammar.

The requirements for satisfactory completion of the VCE are set down by the Victorian Curriculum and Assessment Authority (VCAA) and the School is charged with the responsibility of administering these requirements.

The subjects offered by Yarra Valley Grammar comprise a wonderful array of units, which allow students to choose a course of study from the specific to the general depending on their strengths, interests and career aspirations.

Choosing a course can be a difficult and challenging process and it is recommended to all students and parents that considerable time is spent reading the relevant information and you speak with the School's Careers Practitioners prior to submitting subject preferences.

The final years of school are an interesting, exciting and busy time for all students as they not only complete their secondary education and prepare to move into tertiary study or the workforce, but also involve themselves in a range of other sporting, cultural, personal and professional areas of life.

I wish all students every success in the completion of their secondary studies at Yarra Valley Grammar.



Andrew Hocking
Deputy Principal – Studies

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YEAR 11 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging and is able to learn. It is each student's responsibility to:

- come to class regularly, on time and with the required books, equipment and work preparation having completed all set tasks and fully prepared for outcome and assessment tasks
- follow instructions from the teacher
- be thoughtful, respectful and courteous to others
- support and respect the learning and achievement of others
- participate positively and constructively in group discussions and activities
- use a Planner to assist good organisation and study habits
- keep books, equipment and classrooms tidy, clean and free of graffiti
- strive for excellence in all they undertake.

STRUCTURE

Year 11 is the first year of the two year Victorian Certificate of Education (VCE). Many students would have been granted permission to commence their VCE in Year 10 by studying one Unit 1 & 2 subject. Consequently, many students may apply to complete the equivalent Unit 3 & 4 (Year 12) subject in Year 11.

VCE Unit 1 & 2 subjects are structured in a similar way to VCE subjects Unit 3 & 4 so that students can experience the expectations and requirements of this subject level a year earlier, and thus be best prepared for the final year of school. Each Unit 1 & 2 VCE subject has a class time allocation of seven hours / ten-day cycle. Students are expected to complete additional time at home. Examinations are held in each Unit 1 & 2 subject at the end of the semester.

PASTORAL CARE

In Year 11 each student is assigned to a tutorial. The Tutor will usually teach the student; however, this is not always possible. The Tutor should be the first point for parent contact. The Tutor will monitor the academic and social progress of each student and will regularly have a discussion with each student regarding their performance across all areas of school endeavour. During Tutorial students will also participate in The Resilience Project.

Year 11 Tutors are supported by the Year Level Co-ordinator, the Head of Senior School, counsellors and other teaching staff.

HOMEWORK

The School believes in the value of homework on a regular basis. It is difficult to insist on particular lengths of time to be spent each evening but as a guide, Year 11 students should be spending two and a half hours over five nights completing homework. This time is to be spent completing set tasks given by the teacher, reviewing the day's lesson, preparing summary notes of concepts and content studied, revising for assessment tasks and examinations and preparing for future lessons and topics. There will of course be times when more than this is required, particularly if students are studying a Unit 3 & 4 subject. Further details on the School's expectations of homework are detailed on the Community Portal.

ASSESSMENT

For Unit 1 & 2 subjects, students will complete outcome tasks consistent with the VCE Study Design for each subject. In most cases, outcome tasks will be completed in class time which is similar to Unit 3 & 4 subjects. At the end of each semester, students will sit an examination for each VCE subject.

Students and parents will receive formal feedback on each assessment task and examination via Canvas, the School's online learning platform.

For Unit 3 & 4 subjects, students will complete School-Assessed Coursework (SACs) or School-Assessed Tasks (SATs) as stipulated by the Study Design. In most cases these outcome tasks are completed in class time. There will be VCAA examinations for each subject in November. Students will also sit the GAT (General Achievement Test).

The School's and VCAA's guidelines regarding the completion of outcome tasks must be adhered to at all times and these are overseen by the Head of Senior School.

SPORT

As part of the School's stated expectation, all students in Year 11 are required to participate in the School's sporting program which includes participating in timetabled sport each Wednesday afternoon (unless training with a Firsts team) and playing sport against other schools at their fixtured time each playing week during the season, usually on a Saturday or for some Firsts teams that may play matches during the week. Students are also expected to attend training after school on the designated day. Clear guidelines are set out in the Sport Handbook with regards to Sport, and students and their parents should familiarise themselves with these.

OTHER ACTIVITIES

Students are required to obtain a minimum of 30 co-curricular points each year and as such are encouraged to involve themselves in a broad range of co-curricular activities. There is an abundant range of activities offered to Year 11 students in the many musical ensembles, sporting activities, drama productions, debating teams and community links activities. Year 11 students have the opportunity to apply to be part of the 'Supportive Friends' program, which initially involves attending a day seminar and then working primarily with Year 7 and 8 students.

The School has a short term student exchange opportunity to France for senior French students. There are also an exchange opportunity to Japan which may be of interest to some Year 11 students.

Year 11 students may also choose to participate in the Year 11 Presentation Ball and/or attend the Year 11 Social.

YEAR 12 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging and is able to learn.

It is each student's responsibility to:

- come to class regularly, on time and with the required books, equipment and work preparation having completed all set tasks and fully prepared for outcome and assessment tasks
- follow instructions from the teacher
- be thoughtful, respectful and courteous to others
- support the learning and achievement of others
- participate positively and constructively in group discussions and activities
- use a Planner to assist good organisation and study habits
- keep books, equipment and classrooms tidy, clean and free of graffiti
- strive for excellence in all they undertake.

STRUCTURE

Year 12 is the final year of the two year Victorian Certificate of Education (VCE). Students are expected to complete five Unit 3 & 4 subjects. Many students will have already completed a Unit 3 & 4 sequence in Year 11. Unit 3 & 4 subjects have eight one hour periods, including one double period, each ten day cycle. Most Year 12 students have a number of private study periods across the ten-day timetable. Students use these periods to complete schoolwork in the Senior Student Centre or the Research Centre. Students cannot leave the school site during private study periods.

PASTORAL CARE

Each Year 12 student is assigned to a tutorial. The Tutor may teach the student; however, this is not always possible. The Tutor should be the first point for parent contact. The Tutor will monitor the academic and social progress of each student and will regularly have a discussion with each student regarding his or her performance across all areas of school endeavour. During Tutorial, students will also participate in The Resilience Project. The Year 12 Tutors are supported by the Year Level Co-ordinators, the Head of Senior School, counsellors and other teaching staff.

HOMEWORK

The School believes in the value of homework on a regular basis. Year 12 students should be spending at least three hours over five nights completing homework, preparing for SACs and revising their notes in preparation for tests and examinations. This time is to be spent completing set tasks given by the teacher, reviewing the day's lesson, preparing summary notes of concepts and content studied, revising for assessment tasks and examinations and preparing for future lessons and topics. There will of course be times when more than this is required. Further details on the School's expectations of homework are detailed on the Community Portal.

ASSESSMENT

For Units 3 & 4, students will complete School-Assessed Coursework (SACs) or School-Assessed Tasks (SATs) as stipulated by the Study Design. In most cases these outcome tasks are completed in class time. There will be VCAA examinations for each subject in November. Students will also sit the GAT (General Achievement Test).

The School's and VCAA's guidelines regarding the completion of outcome tasks must be adhered to at all times and these are overseen by the Head of Senior School.

SPORT

As part of the School's stated expectation, all students in Year 12 are required to participate in the School's sporting program which includes participating in timetabled sport each Wednesday afternoon (unless training with a Firsts team) and playing sport against other schools at their fixtured time each playing week during the season, usually on a Saturday or for some Firsts teams that may play matches during the week. Students are also expected to attend training after school on the designated day. Clear guidelines are set out in the Sport Handbook with regards to Sport, and students and their parents should familiarise themselves with these.

OTHER ACTIVITIES

Students are required to obtain a minimum of 30 co-curricular points each year and as such are encouraged to involve themselves in a broad range of co-curricular activities. There is an abundant range of activities offered to Year 12 students in the many musical ensembles, sporting activities, drama productions, debating teams and community links activities. Year 12 students may decide to continue their involvement in the 'Supportive Friends' program.

There are a number of Year 12 activities to enjoy during this final year including the Year 12 Formal which is a highlight of the year.

VCE SUBJECT SELECTION GUIDELINES

Selecting the best and most suitable subjects for your VCE studies is essential so please note the following regarding the subject selection process:

1. Students and parents should carefully read the information contained in this booklet.

2. Students and/or parents may wish to make an appointment with the Careers Practitioners to discuss their subject choices for Years 11 and 12. The Curriculum Booklet must have been read prior to attending the appointment.

3. Students and parents complete, sign and submit their initial subject preferences online by the due date. Year 11 students wishing to study a Unit 3 & 4 subject must complete the relevant application requirements at this stage. The submitted subject preference information will be used by the School to determine the VCE subject blocking.

   No student's subject choice is approved or finalised at this stage.

4. In early Term 4, following the development of the subject blocking grid, students may need to change their chosen subjects. Reasons for this are:

   - a subject will not run as an insufficient number of students have selected that subject
   - two or more of their subjects may be offered in the same block, thus creating a clash. If this happens, the student will need to reconsider their initial choice and choose an alternative subject in a different block.

   No student's subject choice is approved or finalised at this stage.

5. Following the end of year examinations, all students' results and intended subject choices for the following year are reviewed. Further contact with students and parents may be made by the School to discuss subject selection. Examples of this may be where a student has done very well in a subject that they have not selected in the following year or where a student has not done very well in a subject that they are wishing to study in the following year. Following this review, students' subject choices are approved.

Please note: Yarra Valley Grammar reserves the right to not run or cancel a subject offered. Students directly affected by this decision will be informed as soon as possible. Some subjects may not be offered in a particular year.

Students may not be permitted to select a subject if the specific class in which they would be allocated is full.

VCE TERMINOLOGY

The table below outlines and briefly explains key VCE terminology.

Australian Tertiary Admissions Rank	**ATAR**	Figure determined by VCE results that is used for entry to tertiary institutions. Maximum ATAR is 99.95.
Derived Examination Score	**DES**	Students who are unable to sit a Unit 3 & 4 examination due to serious illness or equivalent can apply for a Derived Examination Score. Previous results, including the GAT, are used in determining this result.
General Achievement Test	**GAT**	It is a test completed in two sections on the same day that is completed by all students studying a Unit 3 & 4 subject. It is used by the VCAA as part of its checking of student results. It can also be used for students who apply for a Derived Examination Score.
School-Assessed Coursework	**SAC**	Assessment tasks completed by students in Unit 3 & 4 that are internally assessed and used along with examination results to determine the Study Score and ATAR.
School-Assessed Tasks	**SAT**	Assessment tasks completed by students in Unit 3 & 4 that are internally assessed and used along with examination results to determine the Study Score and ATAR. SATs are completed in Art Creative Practice, Data Analytics and Software Development, Media, Product Design Technologies and VCD.
Special Provision		Procedure used for students studying a Unit 3 & 4 subject who suffer some disadvantage in the completion of their SACs, SATs or examinations.
Victorian Certificate of Education	**VCE**	Name of the Victorian post-compulsory school certificate.
Victorian Curriculum and Assessment Authority	**VCAA**	State authority that oversees the VCE.
Victorian Tertiary Admissions Centre	**VTAC**	Institution that oversees the collection, processing and distribution of tertiary preferences and offers.
Vocational Education and Training	**VET**	Nationally recognised vocational certificate. Certificates may be integrated within a VCE program and contribute to the completion of the VCE.

YARRA VALLEY GRAMMAR EXPECTATIONS

It is expected that all students will satisfy the VCE outcomes, thus gaining an 'S' (satisfactory completion) for each subject. In brief, to achieve their VCE students are required to:

1. Gain 'S' in at least 16 VCE units.
2. Gain 'S' in at least three units of English, Literature or English as an Additional Language (EAL), two of which must be Units 3 & 4.
3. Gain 'S' in at least three of their Unit 3 & 4 sequences, other than English / Literature / EAL (two can be VET sequences).

Note: English requirements

1. Year 11 students are required to study either English Units 1 & 2, Literature Units 1 & 2 or English as an Additional Language (EAL). A small number of students may decide to study two of these subjects.

2. To satisfy VCE requirements, Year 12 students can choose to study English, English as an Additional Language (EAL), or Literature. A small number of students may decide to study two of these subjects. Students who satisfactorily completed English Units 1 & 2 and Literature Units 3 & 4 in Year 11 are strongly advised to study English Units 3 & 4 in Year 12, but this is not a requirement.

While students can choose to study Unit 1 and/or Unit 2 of any VCE subject, Unit 3 & 4 subjects must be taken as a sequence.

COMPLETION OF WORK TO SATISFY VCE REQUIREMENTS

All students are expected to satisfactorily complete all set tasks and requirements set down by their teachers or the School by the due date. If students do not meet work deadlines, a letter or email is sent home to parents giving notification of this and the time granted for completion. If satisfactory work is still not submitted, a subsequent letter or email is forwarded notifying parents of the School's decision regarding the non-completion of work.

In Unit 1 & 2 subjects, most outcome tasks for assessment will be completed in class time; however, if this is not the case and a student does not complete work by the due date, an extension of time may be offered to satisfy the outcome of the VCE requirement. If the outcome task is not completed after the designated period, the student will remain after school until it is completed. While submitting the work after the due date will allow the student to gain a 'satisfactory' (S) for the outcome as required for their VCE, this work will be awarded an 'ungraded' (UG) on their Yarra Valley Grammar report.

In Unit 3 & 4 subjects, school based assessment tasks are referred to as SACs (School-Assessed Coursework). All SACs must be completed in class time on the date set by the teacher. A medical certificate or equivalent is required for students who are absent at the time of a SAC. Non-attendance for a SAC without approval may result in the student not being given any marks for that particular SAC.

OVERALL ASSESSMENT OF UNIT 3 & 4 STUDIES

Each subject will have three assessment components but these will vary, e.g.

English:	Coursework for Unit 3	25%
	Coursework for Unit 4	25%
	Examination (end of year)	50%
Biology:	Coursework for Unit 3	20%
	Coursework for Unit 4	30%
	Examination (end of year)	50%
Drama:	Coursework Assessment (Units 3 & 4)	40%
	Solo Performance Examination	35%
	Examination (end of year)	25%

AUTHENTICATION

It is essential that any work submitted is genuinely that of the student and that no 'undue assistance' has been given. This applies to assistance from teachers, parents, tutors, friends, etc. It means that material from sources must be noted in footnotes and, while as part of the preparation process someone can point to errors or aspects that need improvement, they must not actually do the work for the student. This in particular applies to School-assessed Tasks in subjects such as Art Creative Practice where not all work is done under teacher supervision.

Given that most assessed work in most subjects is done in the classroom under supervision, authentication problems are unlikely to arise.

SPECIAL PROVISION (UNITS 3 & 4 SUBJECTS ONLY)

If illness or emotional difficulties in the preparation for a SAC or examination have adversely affected a student's performance, he or she can apply to the teacher in charge of this area for Special Provision. This requires the student to complete a form and provide evidence (e.g., medical certificate) related to the matter. Once received, the School can apply one or more options so that the student can complete the work with minimal disadvantage. It is the responsibility of the student to make an application for Special Provision. This procedure is explained early in the year.

UNSCORED VCE (NO ATAR)

Some students may choose to complete their Victorian Certificate of Education without obtaining an ATAR. This means that they complete all subject outcomes to a Satisfactory (S) standard with no internal results being formally recorded and examinations are not sat at the end of the year. This arrangement is only a possibility for students who do not intend to complete tertiary study requiring an ATAR in the year or years immediately following Year 12. A conversation with the Head of Senior School and the Careers Practitioners is required before making the decision to complete a non-scored VCE.

ENTRY INTO TERTIARY COURSES

Students are strongly encouraged to speak with the Careers Practitioners regarding their tertiary study options. As specific tertiary course entrance details and requirements vary significantly from course to course and institution to institution, the Careers Practitioners can access the latest information on these important issues.

Art, Design & Technology

ART CREATIVE PRACTICE UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 ACP: Photography or Year 10 ACP: Art ➔ Units 1 & 2 Art Creative Practice ➔ Units 3 & 4 Art Creative Practice

Unit 1 Description

In this unit, students use experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Art Folio
- Completed Artworks
- End of Semester Examination

Unit 2 Description

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

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Art Folio
- Completed Artworks
- End of Semester Examination

ART CREATIVE PRACTICE UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Art Creative Practice ➔ Units 3 & 4 Art Creative Practice

Unit 3 Description

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

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Art Folio
- Completed Artworks

Unit 4 Description

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

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Art Folio
- Completed Artworks
- End of Year Examination

PRODUCT DESIGN AND TECHNOLOGIES (TEXTILES) UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Product Design Technologies (Textiles) ➔ Units 1 & 2 Product Design and Technologies (Textiles) ➔ Units 3 & 4 Product Design and Technologies (Textiles)

Unit 1 Description

In this unit, students focus on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts.

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

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Semester Examination

Unit 2 Description

In this unit, students look outward, both locally and globally, to research the diverse needs of end users. They explore how inclusive product design solutions can support belonging, access, usability and equity. Students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

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

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Semester Examination

PRODUCT DESIGN AND TECHNOLOGIES (TEXTILES) UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Product Design and Technologies (Textiles) ➔ Units 3 & 4 Product Design and Technologies (Textiles)

Unit 3 Description

In this unit, students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio

Unit 4 Description

In this unit, students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Year Examination

PRODUCT DESIGN AND TECHNOLOGIES (WOOD) UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Product Design and Technologies (Wood) ➔ Units 1 & 2 Product Design and Technologies (Wood) ➔ Units 3 & 4 Product Design and Technologies (Wood)

Unit 1 Description

In this unit, students focus on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts.

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

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Semester Examination

Unit 2 Description

In this unit, students look outward, both locally and globally, to research the diverse needs of end users. They explore how inclusive product design solutions can support belonging, access, usability and equity. Students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

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

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Semester Examination

PRODUCT DESIGN AND TECHNOLOGIES (WOOD) UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Product Design and Technologies (Wood) ➔ Units 3 & 4 Product Design and Technologies (Wood)

Unit 3 Description

In this unit, students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio

Unit 4 Description

In this unit, students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Year Examination

VISUAL COMMUNICATION DESIGN (VCD) UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 VCD ➔ Units 1 & 2 VCD ➔ Units 3 & 4 VCD

Unit 1 Description

In this unit, students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders.

Practical projects focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Semester Examination

Unit 2 Description

In this unit, students build on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio
- Production and Evaluation of Final Design
- End of Semester Examination

VISUAL COMMUNICATION DESIGN (VCD) UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 VCD ➔ Units 3 & 4 VCD

Unit 3 Description

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

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Assessment Tasks

- Case Studies/Written Analysis Tasks
- Design Folio

Unit 4 Description

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

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Assessment Tasks

- Design Folio
- Final Design Presentations
- End of Year Examination

Business Studies

ACCOUNTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Finance and Investment or Accounting and Business Management ➔ Units 1 & 2 Accounting ➔ Units 3 & 4 Accounting

Unit 1 Description – Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the conceptual framework and financial indicators to measure business performance and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2 Description - Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the conceptual framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Assessment Tasks

- Tests
- Essays
- Folio of exercises
- Case studies
- End of semester examination

ACCOUNTING UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Finance and Investment or Accounting and Business Management ➔ Units 1 & 2 Accounting ➔ Units 3 & 4 Accounting

Unit 3 Description - Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the conceptual framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Unit 4 Description - Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the conceptual framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Assessment Tasks

- Structured questions
- Folio of exercises (manual and using ICT)
- Test (manual and using ICT)
- End of year examination

BUSINESS MANAGEMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Finance and Investment or Accounting and Business Management ➔ Units 1 & 2 Business Management ➔ Units 3 & 4 Business Management

Unit 1 Description – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, 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 and the effect of these on planning a business.

There are three outcomes in this unit. The first examines the creation of the business idea and methods to foster a culture of business innovation and entrepreneurship. The second outcome requires students to be able to describe the internal business environment and analyse how factors from within it may affect business planning. The final outcome requires students to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2 Description – 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, how to 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. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

There are three outcomes included in Unit 2. The first requires students to explain the importance when establishing a business of complying with legal requirements and financial record keeping and establishing effective policies and procedures. The second outcome requires students to examine the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies. The last outcome is related to staffing and requires students to be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment Tasks

- Case studies
- Tests
- Research tasks
- Oral presentations
- Reporting on site visits, guest speakers, and/or work placement in a small business
- End of semester examination

BUSINESS MANAGEMENT UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Units 1 & 2 Business Management ➔ Units 3 & 4 Business Management

Unit 3 Description – Managing a business

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

There are three outcomes in this Unit. The first, Business Foundations, requires students to discuss the key characteristics of businesses and stakeholders and analyse the relationship between corporate culture, management styles and management skills. The second requires students to explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees. The final outcome requires the student to analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 Description – Transforming a business

In Unit 4, 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.

There are two outcomes in Unit 4. The first requires students to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future. The second requires students to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Assessment Tasks

- Case studies
- Essays
- Tests
- End of year examination

ECONOMICS UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Law and the Economy ➔ Year 10 Economics ➔ Units 1 & 2 Economics ➔ Units 3 & 4 Economics

Unit 1 Description - Economic decision making

In Unit 1, students examine some of the current research about the ways individuals respond to incentives and how technology may have affected their behaviour. Students will be encouraged to investigate contemporary examples and case studies. There are three outcomes in Unit 1. Outcome One will enable students to understand how scarce resources can be allocated to meet unlimited needs and wants (the economic problem). Students will appreciate their role in the economy and investigate how decisions made by households and businesses in the economy affect their living standards. Outcome Two involves an examination of the market system and the basic demand and supply model to help explain how resources are allocated in a modern economy. The use of case studies and an examination of a specific market will be used to help develop students' understanding. The final outcome examines the area of Behavioural Economics, and the effect of psychological and other non-traditional influences on economic decision making.

Unit 2 Description – Economic issues and living standards

Unit 2 involves students considering the link between economic activity and economic growth. They investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. There are two outcomes in Unit 2. Outcome One requires students to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures. Outcome Two requires students to undertake an applied economic analysis by investigating two contemporary economic issues from a local, national and international perspective through an economic lens. Students investigate two of the four following current economic issues: the changing labour market; the economics of international trade; the distribution of income and wealth; and economics and environmental sustainability.

Assessment Tasks

- Tests
- Folio of tasks (media reviews, collections of current economic issues in newspapers and applied economics exercises)
- Analyses of written, visual and statistical evidence
- Debates
- Oral presentations, role play and multimedia presentations
- Written reports
- End of semester examination

ECONOMICS UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Law and the Economy ➔ Units 1 & 2 Economics ➔ Units 3 & 4 Economics

Unit 3 Description - Australia's living standards

In Unit 3, students investigate the role of 'The Market' in allocating scarce resources and factors likely to affect the price and quantity traded for a range of products. They will develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students will examine contemporary issues to explain the need for (and nature of) government intervention in markets and why markets can sometimes fail to maximise society's wellbeing (market failure). Students will also review unintended consequences of government intervention in the market. Students examine the macro economy and factors influencing levels of aggregate demand and aggregate supply and use models to examine how changes in these variables affect the achievement of government domestic economic goals and living standards. There are three outcomes in Unit 3. The first relates to an introduction to microeconomics by examining the Market System, resource allocation and government intervention. In the second outcome students examine a range of key (government) economic goals. In the third outcome, students explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.

Unit 4 Description - Managing the economy

In Unit 4, students develop an understanding of the strategies the federal government uses to achieve key economic goals. It introduces students to budgetary and monetary policies, examining how these are applied in order to influence consumer behaviour and aggregate demand and strategies the federal government uses to improve living standards through effective management of supply side factors in the economy. Students examine how fiscal policy is used to influence aggregate supply. There are two outcomes. The first involves an examination of aggregate demand policies (fiscal and monetary) and the achievement of economic stability. Students will explain the nature and operation of government macroeconomic demand management policies and analyse how they have been implemented to achieve economic goals over the past two years. Students will discuss the strengths and weaknesses of the respective policies in affecting living standards. Outcome Two relates to an investigation of aggregate supply policies. Students will discuss the nature and purpose of aggregate supply policies and analyse how these have been implemented to achieve economic goals over the past two years. Students will also discuss the strengths and weaknesses of the respective policies in affecting living standards.

Assessment Tasks

- Folio of applied economic exercises
- Tests (multiple choice and short and extended written responses)
- End of year examination

LEGAL STUDIES UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Law and the Economy ➔ Year 10 Legal Studies ➔ Units 1 & 2 Legal Studies ➔ Units 3 & 4 Legal Studies

Unit 1 Description - The presumption of innocence

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

Unit 2 Description - Wrongs and rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study. There are three outcomes in this unit, including Civil Liability, Remedies and Human Rights.

Assessment Tasks

- Case studies
- Tests
- Research tasks
- Oral presentations
- End of semester examination

LEGAL STUDIES UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Law and the Economy ➔ Year 10 Legal Studies ➔ Units 1 & 2 Legal Studies ➔ Units 3 & 4 Legal Studies

Unit 3 Description - Rights and justice

In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

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

Unit 4 Description - The people, the law and reform

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. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Assessment Tasks

Assessment tasks will be selected from the following:

- Short answer test
- Essay
- Analysis of a contemporary legal commentary
- End of year examination

Drama

DRAMA UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Performance Project ➔ Units 1 & 2 Drama ➔ Units 3 & 4 Drama

Unit 1 – Introducing performance styles and contemporary drama practices

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

Unit 2 – Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

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

Assessment Tasks

- Demonstrate the use of play-making techniques to devise and develop solo and/or ensemble drama work(s) based on stories and/or characters
- Document the use of play-making techniques to create and develop stories and characters in drama
- Perform devised solo and/or ensemble drama work that features stories and characters
- Analyse the drama work created and performed in Outcomes 1 and 2
- Analyse and evaluate a drama performance by professional or other drama practitioners in response to structured questions
- Analyse and evaluate a performance by Australian practitioners in response to structured questions
- End of semester examination

DRAMA UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Drama ➔ Units 3 & 4 Drama

Unit 3 – Devised ensemble performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Assessment Tasks

- Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived
- Describe, analyse and evaluate the use of processes, play-making techniques and skills to create, develop, and present a devised ensemble performance
- Analyse and evaluate a professional drama performance

Unit 4 – Devised solo performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

Assessment Tasks

- Demonstrate, in response to selected stimulus material from the VCE solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used
- Create, develop and perform a solo performance in response to a prescribed structure
- End of year solo performance examination
- End of year written examination

Digital Technologies

APPLIED COMPUTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Units 1 & 2 Applied Computing ➔ Units 3 & 4 Data Analytics and/or Units 3 & 4 Software Development

Unit 1 Description

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. In Area of Study 2, students respond to solution requirements to design and develop a working software solution using an OOP language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

Unit 2 Description

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

In Area of Study 1, students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution. In Area of Study 2, as an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

Assessment Tasks

- Reports
- Tests
- Visual presentations
- Projects
- End of semester examination

DATA ANALYTICS UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Units 1 & 2 Applied Computing ➔ Units 3 & 4 Data Analytics

Unit 3 Description

In this area of study, students identify, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students use database, spreadsheet and data visualisation software tools to undertake the problem-solving activities of manipulation, validation and testing in the development stage.

The software solutions involve importing data from files into a database where data is organised using queries. Data from these queries is then imported into a spreadsheet for further refinement to identify trends, relationships and patterns before presenting findings as data visualisations. This will prepare students for creating infographics and/or dynamic data visualisations in Unit 4, Area of Study 1. Students are not required to manually calculate statistics. They are expected to use relevant spreadsheet functions to calculate values. Validation and testing techniques are applied to ensure the reasonableness and completeness of the data used to develop data visualisations. Students justify the use of functions, formats and conventions in the development of their data visualisations.

Unit 4 Description

In this unit students focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats.

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred designs prepared in Unit 3, Area of Study 2 into infographics and/or dynamic data visualisations. They evaluate the infographics and/or dynamic data visualisations and assess the project plan. Area of Study 1 forms the second part of the School-Assessed Task (SAT). In Area of Study 2, students analyse a case study that investigates the impact of a data breach on an organisation. They examine the cyber security threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Assessment Tasks

- Case study with structured questions
- Written report or visual report
- In Unit 3, Outcome 2 and Unit 4, Outcome 1, students will be assessed through a School-Assessed Task
- End of year examination

MEDIA UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Units 1 & 2 Media ➔ Units 3 & 4 Media

Unit 1 Description

In Unit 1, students develop the tools to understand how media constructs meaning and shapes the world around them. They learn to examine the codes, conventions, and narrative structures that creators use to represent people, places, and ideas, and come to understand audiences not just as passive consumers, but as active participants in the making of meaning.

Students also develop hands-on production skills, creating their own media works to demonstrate command of different forms and what makes each one effective. A key focus is Australian storytelling, including the voices and perspectives of Aboriginal and Torres Strait Islander creators, and the role those stories play in shaping our shared cultural identity.

Unit 2 Description

In Unit 2, students develop a deeper understanding of how narratives are constructed and experienced across a wide range of media forms, from film to photography, audio and digital platforms. They examine how changes in media technology have transformed the way stories are designed, distributed, and consumed, and what that means for audiences and creators alike.

Students bring that analysis into practice by designing and producing their own narratives, applying their knowledge of structure, form, and convention to create work that is purposeful, considered, and technically skilled.

Assessment Tasks

- Audio visual or video sequences
- Radio or audio sequences
- Photographs
- Print layouts
- Sequences or presentations
- Written responses
- Oral reports
- End of semester examination

MEDIA UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Units 1 & 2 Media ➔ Units 3 & 4 Media

Unit 3 Description

In Unit 3, students develop the analytical and creative skills to move from close reader to practising media maker. Through the detailed study of a selected media narrative, students build a sophisticated understanding of how codes and narrative conventions work together to construct meaning, and how social, historical, cultural, economic and political contexts shape both the production of media texts and the way audiences read them. The close textual analysis at the heart of this unit develops the same skills of careful reading, structured argument, and precise use of language that underpin strong performance.

That critical analysis directly informs students' own creative work. Students select a media form to work in from film, audio, photography, print, or digital, and undertake the full pre-production process: researching their chosen form, experimenting with techniques and technologies, and developing the detailed written and visual planning documents that will drive their production in Unit 4

Unit 4 Description

In Unit 4, students work through the production and post-production stages of the media production process, refine their work in response to feedback and personal reflection, and document each iteration as they move towards a finished media product. The reflective writing and production documentation developed throughout this process builds their analytical voice and evaluative thinking.

Alongside their production work, students examine the relationship between media and audiences in the contemporary landscape, analysing the opportunities and challenges created by current developments in the industry. They consider how governments, institutions, and audiences exercise agency over media, and explore the role of Australian media regulation in shaping what we see, hear, and read. Students engage with live debates about platform power, content moderation, and the rights and responsibilities of media creators and consumers in a rapidly changing world.

Assessment Tasks

- Research portfolio and accompanying documentation examining aspects of the selected media form
- Production experiments with accompanying documentation that demonstrate a range of skills in the use of media technologies and production processes relevant to the student selected media form
- Media production design plan based on the selected media form identified in Unit 3, Outcome 2
- Media product developed from the design completed in Unit 3
- End of semester examination

English

ENGLISH UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 English ➔ Units 1 & 2 English ➔ Units 3 & 4 English

Units 1 & 2 Description

The focus of Units 1 & 2 is the reading, viewing and analysis of texts for comprehension, discussion, crafting and analysis. The aim is to continue to develop competence in a variety of written forms, and in the use of oral communication, to interact positively, critically and confidently with audiences in formal and informal settings. There are no prerequisites for entry to Units 1, 2 and 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Reading and exploring texts - two text response essays
- Crafting texts - two texts written for a specific purpose and audience
- Exploring argument - one written language analysis task and one oral point of view task
- End of semester examination

ENGLISH UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 English ➔ Units 3 & 4 English

Units 3 & 4 Description

The focus of Units 3 & 4 is the consolidation and development of critical responses to both literary and non-literary texts and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms. In addition, students demonstrate the ability to communicate complex ideas to an audience through a prepared oral presentation. There is no prerequisites for Unit 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Reading and exploring texts - two text response essays
- Crafting texts - two texts written for a specific purpose and audience
- Analysing and presenting argument – one language analysis task and one oral point of view task
- End of year examination

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNITS 1 & 2

Available to: Year 11 EAL students

Suggested Pathway: Year 10 EAL➔ Units 1 & 2 EAL➔ Units 3 & 4 EAL

Units 1 & 2 Description

The focus of Units 1 & 2 is to read, view and analyse text for comprehension, enjoyment and discrimination. The aim is to extend the student's competence in using standard Australian English in order to meet the demands of further study, the workplace and their own needs and interests. In addition, students will develop competence in a variety of written forms and in the use of oral language to interact with audiences in formal and informal settings.

Assessment Tasks

- Reading and creating texts - two essay responses, one analytical and one creative, for two different texts
- Crafting texts - two texts written for a specific purpose and audience
- Analysing and presenting argument - two language analysis tasks, two point of view tasks (one written, one oral)
- End of semester examination

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNITS 3 & 4

Available to: Year 12 EAL students

Suggested Pathway: Year 10 EAL ➔ Units 1 & 2 EAL ➔ Units 3 & 4 EAL

Units 3 & 4 Description

The focus of Units 3 & 4 is the development of critical responses to both literary and non-literary texts, and the ability to write for different purposes and audiences in a variety of forms. The aim is to extend the students' competence in using standard Australian English in order to meet the demands of further study, the workplace and their own needs. In addition, students demonstrate the ability to communicate ideas to an audience through prepared oral presentations and undertake a listening comprehension task.

Assessment Tasks

- Reading and creating texts - two essay responses, one analytical and one creative, for two different texts
- Crafting texts - two texts written for a specific purpose and audience
- Analysing and presenting argument - two language analysis tasks, two point of view tasks (one written, one oral)
- Listening to texts – one listening and comprehension task
- End of year examination

LITERATURE UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Literature / Year 10 English ➔ Units 1 & 2 Literature ➔ Units 3 & 4 Literature

Units 1 & 2 Description

The study of Literature is about developing knowledge and enjoyment of a wide range of literary texts. It shares with English a general focus on the skilled use of the resources of language, but has a distinctive focus in that Literature comprises texts which are valued for their use of language to recreate and interpret experience imaginatively. Units 1 & 2 include works of various genres and include classical and popular, traditional and modern literature. There are no prerequisites for entry to Units 1, 2 and 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Text – a range of responses to texts, including essays, passage analyses and oral presentations
- End of semester examination

LITERATURE UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Literature ➔ Units 3 & 4 Literature

Units 3 & 4 Description

Units 3 & 4 are based on the premise that meaning is derived from interaction between the text and the experience that the reader brings to it, providing an opportunity for students to examine the ways in which literature represents experience and to consider these in the light of their own understanding and experience. It encompasses texts that vary in cultural origin, genre and world view, and includes traditional and modern literature. There is no prerequisite for Unit 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Text – a range of responses to texts, including essays, passage analyses and oral presentations
- End of year examination

Food Studies

FOOD STUDIES UNITS 1 & 2

Available to: Year 10 and 11 students

Suggested pathway Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Units 1 & 2 Food Studies ➔ Units 3 & 4 Food Studies

Unit 1 Description - Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2 Description – Food makers

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

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Assessment Tasks

- School-Assessed Tasks that include both written and practical work
- Scientific experiments
- Nutritional analysis
- Product analysis
- Cooking
- End of semester examination

FOOD STUDIES UNITS 3 & 4

Available to: Year 11 and 12 students

Suggested pathway Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Units 1 & 2 Food Studies ➔ Units 3 & 4 Food Studies

Unit 3 Description – Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4 Description – Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities for both Unit 3 and 4 provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and consider how food selections and food choices can optimise human and planetary health.

Assessment Tasks

- School-Assessed Coursework that includes both written and practical work
- Dietary analysis, scientific experiments, nutritional analysis, cooking and product analysis
- End of year examination

Health & Physical Education

HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 10 Health ➔ Unit 1 Health and Human Development ➔ Unit 2 Health and Human Development ➔ Units 3 & 4 Health and Human Development

Unit 1 Description - Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. 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. With a focus on youth, 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 through extended inquiry into one youth health area of focus.

Unit 2 Description - Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood and examine 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. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

Assessment Tasks

- Case study / media analysis task
- Data analysis task
- Tests
- Oral / multimedia presentation tasks
- Written response / written report
- End of semester examination

HEALTH AND HUMAN DEVELOPMENT UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 10 Health ➔ Unit 1 & 2 Health and Human Development ➔ Units 3 & 4 Health and Human Development

Unit 3 Description - Australia's health in a globalised world

On completion of the unit, students should be able to:

- explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status of population groups within Australia
- understand the biological, sociocultural and environmental factors that contribute to the health of all Australians
- identify public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4 Description - Health and human development in a global context

On completion of the unit, students should be able to:

- analyse similarities and differences in health status and burden of disease globally
- identify the characteristics of high, middle and low income countries
- explain the concepts of human development, including the advantages and disadvantages of the Human Development Index
- understand the concept and dimension of sustainability and its role in the promotion of health and wellbeing
- identify the implications for health and wellbeing of global trends such as climate change, conflict and mass migration, increased trade and tourism and digital technologies.

Assessment Tasks

- Case study analysis
- Data analysis
- Written test
- End of year examination

PHYSICAL EDUCATION UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 10 Physical Education ➔ Unit 1 Physical Education ➔ Unit 2 Physical Education ➔ Units 3 & 4 Physical Education

Unit 1 Description - The human body in motion

Students examine the fuels and systems that are responsible for generating physical movement at varying intensities, and they work together to produce physical performances. The fatiguing consequences of physical activity and how the body responds will also be examined. Students will also examine how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Students study the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of these systems and their contributions and interactions during exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Unit 2 Description - Physical activity, sport and society

Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity. Students create and implement an activity plan that meets the physical activity and sedentary behaviour guidelines.

Students will also focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue which may be include declining levels of physical activity across the lifespan, active transport, gender equity in sport, safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, Aboriginal and Torres Strait Islanders and people with disabilities. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends.

Assessment Tasks

- Laboratory projects
- Multimedia presentations, including two or more data types
- Class tests or reports, online and offline
- A physical simulation or model
- An oral presentation such as podcast or debate
- End of semester examination

PHYSICAL EDUCATION UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 10 Physical Education ➔ Unit 1 & 2 Physical Education ➔ Units 3 & 4 Physical Education

Unit 3 Description - Movement skills and energy for physical activity

How are movements improved?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

How does the body produce energy?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

Unit 4 Description - Training to improve performance

What are the foundations of an effective training program?

In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Assessment Tasks

- Structured questions, case studies, written reports or data analysis
- Laboratory activities and reports
- A reflective folio
- End of year examination

Humanities

GEOGRAPHY UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: The Violent Earth ➔ Geography Today ➔ Units 1 & 2 Geography ➔ Units 3 & 4 Geography or Units 3 & 4 Politics

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Students will explore different kinds of hazards and develop a deep understanding of the world through fieldwork and investigation of a wide range of secondary sources. They will also look at how people travel to different destinations and the immense impact that is derived from this travel.

Unit 1: Hazards and disasters

Unit 1 Geography is centred on the nature of and response to 'Hazards and Disasters'. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, climate change including their causes and impacts, human responses to hazard and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

Unit 2 Geography explores the characteristics of and impact of 'Tourism'. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Assessment Tasks

- Fieldwork reports
- Structured questions
- Case studies
- End of semester examination

GEOGRAPHY UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 9 The Violent Earth ➔ Year 10 Geography Today and/or Units 1 & 2 Geography ➔ Units 3 & 4 Geography or Units 3 & 4 Politics

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate two major processes that are changing land cover in many regions of the world:

- deforestation
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these two processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Unit 4: Human population: trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events. Students explore these elements globally and through key case studies in locations such as Niger and Japan.

Assessment Tasks

- Fieldwork report
- Structured questions
- Case study
- Analysis and interpretation of geographical data and maps
- End of year examination

HISTORY – MODERN HISTORY UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Images of War and/or Larrikins, Leaders and Legends and/or Yankees, Conflict and Revolution and/or Year 10 War Boom and Bust and/or Year 10 Australia and the World ➔ Units 1 & 2 Modern History ➔ Units 3 & 4 History Revolutions and/or Units 3 & 4 Politics

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. The focus is on Weimar and Nazi Germany as well as the causes of World War II. It investigates the rise and fall of democracy followed by the rise of Nazism and Adolf Hitler, and the role that ideology, politics and the economy had in these changes. The causes of World War II are explored and debated. Exploration into the changes in society and culture are explored with significant depth, looking at art, film, music, gender and sport. The plight of the Jewish people during this period is studied through the examination of social and cultural change during the period, this includes visiting the Jewish Holocaust Centre and viewing such films as 'Schindler's List', 'The Pianist', 'Life Is Beautiful' and 'Cabaret'

Unit 2: The changing world order

Unit 2 examines some of the main events, competing ideologies and social and challenges and changes that occurred following the end of the Second World War in 1945. It explores the causes, course and consequences of the Cold War, including the birth of the atomic age, the role of the United Nations and the series of proxy wars that followed. The course examines the conflicting political ideologies, in particular communism, democracy and nationalism. The roles and involvements of the USA and USSR are examined looking at the Cuban Missile Crisis as a case study. The role of social and political movements that challenged traditional ideas and values is investigated in the Civil Rights Movement of the USA and Australia, noting how the changes developed and the extent to which they achieved their goals.

Assessment Tasks

- Source analysis
- Essay
- Historical inquiry
- Extended responses
- End of semester examination

HISTORY – REVOLUTIONS UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 9 Images of War and/or Larrikins, Leaders and Legends and/or Yankees, Conflict and Revolution and/or Year 10 War Boom and Bust and/or Year 10 Australia and the World ➔ Units 1 & 2 Modern History ➔ Units 3 & 4 History Revolutions and/or Units 3 & 4 Politics

Unit 3: The causes and consequences of the American Revolution

Unit 3 focuses on the American Revolution, arguably the first major revolution of the modern age. What are the causes and consequences of revolution? How important was the role of George III in the onset of the revolution, or were revolutionary ideas more significant? The ideas emerging from the American Revolution have had a significant influence on contemporary values and attitudes, particularly modern government. Unit 3 explores the meaning of revolutions and addresses the need for debate and reasons for action of different people in different situations. Why did the American colonies declare Independence? What ideology underpinned the revolutionary movement? What were the outcomes of the War of Independence, and how was the new society shaped by debates around government? How did different groups experience the Revolution? The unit also explores the reasons why different people have presented the history of the Revolution in contrasting ways. Each area of study within the unit investigates the causes and the consequences and role of key ideas, individuals and groups within the revolution. The areas of study include: the causes and consequences of revolution covering the years 1754 to 1789.

Unit 4: The causes and consequences of the Russian Revolution

From the crises facing Tsarist Russia to the massive atrocities done in the name of change, the Russian Revolution has had a profound impact on twentieth century history. What are the causes and consequences of revolution? Unit 4 studies the reasons for the fall of Europe's largest empire, and the transformation from a feudal society to an industrial communist society. Why did the Tsarist Government refuse reform? How important was the impact of the Great War on events leading up to the Revolution? Was Marxist ideology an important factor in the rise of the Bolshevik Party or was its leader, Lenin, the driving force behind the Revolution? Were the basic principles of the revolution rejected once the old regime had been defeated? These questions are the focus of this unit. The unit will also study how this revolution has been interpreted over time. Each area of study investigates the causes and the effects and role of key ideas, individuals and groups within the revolution. Areas of study include: the causes of the revolution from 1896 and the consequences of the revolution until the end of The New Economic Policy in 1927.

Assessment Tasks

- Evaluation of historical sources
- Essay
- Historical inquiry
- Extended responses
- End of year examination

POLITICS UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 10 Political Players ➔ Units 1 & 2 Modern History and/or Units 1 & 2 Geography ➔ Units 3 & 4 Politics

Unit 3: Global cooperation and conflict

In Unit 3, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Unit 4: Power in the Indo-Pacific

In Unit 4, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Assessment Tasks

- A political inquiry
- Analysis and evaluation of sources
- Extended responses
- Short-answer questions
- Essay
- End of year examination

PSYCHOLOGY UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Psychology ➔ Units 1 & 2 Psychology ➔ Units 3 & 4 Psychology

Unit 1 Description - How are behaviour and mental processes shaped?

In this area of study, students will recognise that individuals are not fixed from birth but instead can grow and change psychologically across their lives; the development of an individual involves complex interactions between biological, psychological and social factors. Students will explore normality and neurotypicality. They will examine the role of mental health workers and organisations in supporting psychological development and may also explore the diagnosis and treatment of selected mental disorders.

Students will explore how the understanding of brain structure and function has changed over time. They will develop their understanding of how the brain enables the processing of complex sensory information, the initiation of voluntary movements, language, decision-making, and the regulation of emotions. Students consider how the brain changes with age and experience, through neuroplasticity as the result of experience and brain trauma. They also investigate ways to maintain brain functioning and carry out a study into Chronic Traumatic Encephalopathy (CTE). At the end of Unit 1, students carry out research relating to contemporary psychology.

Unit 2 Description - How do different factors influence behaviour and mental processes?

Students will explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. They will study person perception, attributions, attitudes and stereotypes and how they can explain group behaviours. Students examine cognitive biases and heuristics and the psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society, including on Aboriginal and Torres Strait Islander peoples. They investigate strategies to reduce prejudice, discrimination and stigma. They evaluate the findings of classical and contemporary research on obedience and conformity and explore the positive and negative influences of different media sources on mental wellbeing and group behaviour.

Students also explore two aspects of human perception – vision and taste – and consider how perception is influenced by cultural norms and historical experiences. They consider how biological, psychological and social factors can influence the perception of visual and taste stimuli and explore circumstances where perceptual distortions of vision and taste may occur. At the end of Unit 2, students design and conduct a practical investigation related to external influences on perception and behaviour.

Assessment Tasks may include

- Analysis and evaluation of an experiment, case study or media report
- Research and practical investigations
- Logbook of practical activities with analysis
- Visual representations and models
- Tests
- End of semester examination

PSYCHOLOGY UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Year 10 Psychology ➔ Units 1 & 2 Psychology ➔ Units 3 & 4 Psychology

Unit 3 Description - How does experience affect behaviour and mental processes?

Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They apply their understanding of neurotransmitters in the transmission of neural information and explore the effect that neuromodulators have on brain activity. The interaction of gut microbiota with stress and the nervous system in the control of processes and behaviour is also explored.

Students evaluate the ways in which stress can affect mental wellbeing. They compare different models that explain stress as well as explore strategies for coping with stress and improving mental wellbeing. Students study how memory and learning are interdependent processes. They evaluate models of both and apply them to a range of everyday experiences and contemporary social issues. Students explore the interconnectedness of brain regions in storing memories and consider strategies to improve memory. They also study the contribution of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding memory and learning.

Unit 4 Description - How is wellbeing supported and maintained?

In this unit, students explore the demand for sleep and its impact on mental wellbeing. They consider the biological mechanisms that regulate sleep and how sleep needs to change across the life span. Students study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning. They analyse the effects of sleep deprivation on emotional, behavioural and cognitive functioning. They compare the effects of total sleep deprivation and blood alcohol concentration. Students then apply their knowledge regarding sleep hygiene and zeitgebers to suggest ways to improve the sleep-wake cycle and mental wellbeing.

Students will explore mental wellbeing, levels of functioning and resilience to cope with and manage change and uncertainty. They will consider how mental wellbeing is influenced by the interaction of internal and external factors that fluctuates over time. They recognise that for Aboriginal and Torres Strait Islander people mental wellbeing is one element of a multidimensional and holistic view of wellbeing. Students will consider how biological, psychological and social factors are involved in specific phobia. They explore protective factors that contribute to mental wellbeing and the importance of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Assessment Tasks

- Analyse an experiment, case study or model
- Practical Logbook activity and analysis
- Analyse and compare contemporary media texts
- Structured scientific poster
- Analysis of primary and secondary data
- End of year examination

RELIGION AND SOCIETY UNIT 1 & ETHICS UNIT 2

Available to: Year 10 and Year 11 students

Unit 1 Description: The role of religion in society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Religious traditions to be studied will include some of the following; Christianity, Islam, Judaism, Buddhism, Hinduism, Australian Aboriginal religions and religions of the Pacific Islands.

Unit 2 Description: Religion and ethics

Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is enmeshed with the dominant religious and philosophical traditions of the times. Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. These various values remain fundamental to legal and social systems and constitute the everyday categories of ethical discourse in the modern world.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

Assessment Tasks

- Research tasks
- Essays
- Short answer and extended responses
- End of semester examination

Languages

CHINESE (FIRST LANGUAGE) UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Units 1 & 2 Chinese First Language ➔ Units 3 & 4 Chinese First Language

Eligibility: VCAA state eligibility requirements to be enrolled in Chinese First Language Advanced. They are that students must enrol in this subject if:

- they have had more than seven years of education where Chinese is the main medium of instruction
- they have completed any schooling equivalent to Year 7 in a school where Chinese is the main medium of instruction

Unit 1 Description

Topics covered during Unit 1 centre around our personal world, including personal qualities, EQ and personality, relationships with family friends, aspirations and expectations. Other topics include personal beliefs and ideals, the nature and future of work, Personal priorities, contributing to the community, caring for the environment, housing/rural and urban life, changing lifestyle, education, significant experiences and ancient philosophers. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to an issue of interest or concern; listen to, read and reorganise information and ideas from spoken and written texts; and produce a personal response to a fictional text.

Unit 2 Description

Topics covered during Unit 2 centre around modern and traditional Chinese art, music and dance, the impact of travel, leisure activities, sports and social groups, personal beliefs, religions in China, inventions, proverbs and idioms, legends and myths, modern and classical literature, significant time periods, mass media, human rights in the world today and peace. By the end of this unit, students should be able to: participate in a spoken or written exchange focusing on the resolution of an issue; listen to, read, and extract and compare information and ideas from spoken and written texts, and produce an imaginative piece in spoken or written form.

Assessment Tasks

- Oral task
- Listening and responding task
- Reading and responding task
- Writing task
- End of semester examination

CHINESE (FIRST LANGUAGE) UNITS 3 & 4

Available to:	Year 11 and Year 12 students
Suggested Pathway:	Year 10 Chinese ➔ Units 1 & 2 Chinese (First Language) ➔ Units 3 & 4 Chinese (First Language)
Eligibility:	VCAA state eligibility requirements to be enrolled in Chinese First Language Advanced. They are that students must enrol in this subject if: ▪ they have had more than seven years of education where Chinese is the main medium of instruction ▪ they have completed any schooling equivalent to Year 7 in a school where Chinese is the main medium of instruction

Unit 3 Description

Topics covered during Unit 3 centre around social issues for young people, environmental issues, relationships, and part-time jobs. Learning activities include debating social issues, writing articles about environmental issues, comparing Chinese and Australian school systems, and offering advice about part-time jobs in role-play situations. By the end of this unit, students should be able to: express ideas through the production of original texts; analyse and use information from spoken texts; and exchange information, opinions and experiences in spoken situations.

Unit 4 Description

Unit 4 centres on a detailed study of language and culture through texts. Students explore and compare aspects of the language and culture of Chinese-speaking communities through a range of oral and written texts related to the selected topic of Life in Beijing. The texts, which form the basis of this study, include feature films, short stories, diary entries, newspaper or magazine articles, documentaries, electronic texts, songs or interviews. By the end of this unit, students should be able to: analyse and use information from written texts, and respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese-speaking communities.

Assessment Tasks

- Listening and responding task
- Reading and responding task
- Oral tasks
- Writing task
- End of year oral examination
- End of year written examination

CHINESE (SECOND LANGUAGE/ADVANCED) UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 11 Chinese ➔ Units 1 & 2 Chinese (Second Language/Advanced) ➔ Units 3 & 4 Chinese (Second Language/Advanced)

Eligibility: VCAA stated eligibility requirements to be enrolled in Chinese Second Language or Second Language Advanced.

For **Second Language** they are that:

- students must not have had 12 months or more education where Chinese is the main medium of instruction OR
- three years (36 months) or more residence in any of the 44 nominated countries/regions, including China, Taiwan, Hong Kong, or Macau

For **Second Language Advanced** they are that:

- students cannot have had seven years of education where Chinese is the main medium of instruction
- the highest level of education in a school where Chinese is the main medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

Unit 1 Description

Topics covered during Unit 1 centre around friendship, family, leisure pursuits, extracurricular activities, the regions of China, social etiquette and daily routines. Learning activities include reading and writing letters for a pen pal page; comparing schooling and social activities in China and Australia; writing personal letters, postcards and articles; discussing issues in impromptu situations; and researching a region of China in preparation for an oral presentation about that region. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Description

Topics covered during Unit 2 centre around the world of school, work, the environment, shopping, health and social issues, and peer pressure. Learning activities include building the practical skills of writing a résumé, a letter of application and developing interview techniques; viewing a film and presenting a review; reading and writing holiday journals; and discussing environmental issues. By the end of this unit, students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information and ideas from written and spoken texts; and give expression to real or imaginary experience in written or spoken form.

Assessment Tasks

- Oral task
- Listening, reading and/or viewing tasks
- Writing task
- End of semester examination

CHINESE (SECOND LANGUAGE/ADVANCED) UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 11 Chinese ➔ Units 1 & 2 Chinese (Second Language/Advanced) ➔ Units 3 & 4 Chinese (Second Language/Advanced)

Eligibility: VCAA stated eligibility requirements to be enrolled in Chinese Second Language or Second Language Advanced.

For **Second Language** they are that:

- students must not have had 12 months or more education where Chinese is the main medium of instruction OR
- three years (36 months) or more residence in any of the 44 nominated countries/regions, including China, Taiwan, Hong Kong, or Macau

For **Second Language Advanced** they are that:

- students cannot have had seven years of education where Chinese is the main medium of instruction
- the highest level of education in a school where Chinese is the main medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

Unit 3 Description

Topics covered during Unit 3 centre around social issues for young people, environmental issues, relationships, and part-time jobs. Learning activities include debating social issues, writing articles about environmental issues, comparing Chinese and Australian school systems, and offering advice about part-time jobs in role-play situations. By the end of this unit, students should be able to: express ideas through the production of original texts; analyse and use information from spoken texts; and exchange information, opinions and experiences in spoken situations.

Unit 4 Description

Unit 4 centres on a detailed study of language and culture through texts. Students explore and compare aspects of the language and culture of Chinese-speaking communities through a range of oral and written texts related to the selected topic of Life in Beijing. The texts, which form the basis of this study, include feature films, short stories, diary entries, newspaper or magazine articles, documentaries, electronic texts, songs or interviews. By the end of this unit, students should be able to: analyse and use information from written texts, and respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese-speaking communities.

Assessment Tasks

- Oral tasks
- Listening, reading and/or viewing tasks
- Writing tasks
- End of year oral and written examinations

CHINESE LANGUAGE, CULTURE AND SOCIETY UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Units 1 & 2 Chinese Language, Culture and Society ➔ Units 3 & 4 Chinese Language, Culture and Society

Students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop their skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies. The language studied is Modern Standard Chinese (Mandarin).

The study is designed to enable students to use Chinese to communicate with others:

- understand and appreciate the cultural contexts in which Chinese is used
- understand aspects of the cultural practices and traditions of communities which use the Chinese language
- recognise the role of language and culture in effective communication and the important cultural and linguistic heritage of Chinese-speaking peoples
- understand their own culture(s) through the study of other cultures
- understand language as a system
- gain awareness of different attitudes and values within the wider Australian community and beyond
- apply their understanding of Chinese language, culture and society to work, further study, training and leisure.

Unit 1 Description

This unit focuses on important aspects of life in modern China, in particular the concept of family and aspects of the contemporary education system.

On completion of this unit, students should be able to:

- discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China
- establish and maintain a spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community
- read and comprehend simple texts in Chinese and create a piece of writing in Chinese.

Unit 2 Description

This unit focuses on Chinese mythology, legends and Chinese art and on completion of this unit, students should be able to:

- research selected examples of Chinese mythology and legends, and art
- establish and maintain a spoken exchange in Chinese related to planning travel in China
- read and comprehend simple texts in Chinese and create a piece of writing in Chinese which provides information about specific aspects of the geography of China.

Assessment Tasks

- Create texts in English and Chinese with a combination of characters with some Pinyin
- Establish and maintain spoken exchanges such as role-plays and interviews
- Listen to authentic recordings and respond appropriately
- Create an oral presentation
- End of semester examination

CHINESE LANGUAGE, CULTURE AND SOCIETY UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Chinese Language, Culture and Society ➔ Units 3 & 4 Chinese Language, Culture and Society

Students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop their skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies. The language studied is Modern Standard Chinese (Mandarin).

Unit 3 Description

In this unit students investigate and examine significant and influential schools of thought throughout Chinese history and contemporary culture in China. On completion of this unit, students should be able to:

- discuss in English the significance and influence of two Chinese philosophies (Confucianism, Daoism and/or Buddhism) and Guanxi in contemporary Chinese culture
- understand and use information from a spoken text related to an aspect of leisure and lifestyle in Chinese-speaking communities, and present this information in spoken Chinese
- read and comprehend written texts in Chinese about aspects of contemporary Chinese lifestyle and cultural characteristics
- Create written texts in characters on aspects of contemporary Chinese lifestyle and cultural characteristics.

Unit 4 Description

This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students develop their capacity to interact with other speakers of the language, especially in the area of future employment. On completion of this unit, students should be able to:

- investigate contemporary Chinese social and cultural values in English and produce a written report in English
- establish and maintain a spoken exchange in Chinese about an employment related issue experienced by young people in Chinese-speaking communities
- read and comprehend written texts in Chinese about the world of work in China
- create a piece of writing in Chinese characters based on the theme of work.

Assessment Tasks

- Create texts in Chinese characters
- Establish and maintain spoken exchanges such as role-plays and interviews
- Create written reports in English
- Listen to authentic recordings and respond appropriately
- Create an oral presentation
- End of year oral examination
- End of year written examination

FRENCH UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 French ➔ Units 1 & 2 French ➔ Units 3 & 4 French

Unit 1 Description

Topics covered during Unit 1 centre around friendship, family, work, sport, leisure pursuits, health issues and school. Learning activities include building the practical skills of writing a résumé, a letter of application and developing interview techniques; reading and writing advertisements for a pen pal page; comparing popular sporting interests in France and Australia; writing personal letters, postcards and articles; discussing issues in impromptu situations. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Description

Topics covered during Unit 2 centre around the world of film and media, travel, regions of France, advertising and the use of technology. Learning activities include viewing a film and presenting a review; reading and writing holiday journals and researching a region of France in preparation for an oral presentation about that region. By the end of this unit, students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information and ideas from written, visual and spoken texts; and give expression to real or imaginary experience in written or spoken form.

Assessment Tasks

- Oral tasks
- Listening, reading and/or viewing tasks
- Writing tasks
- End of semester examination

FRENCH UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Year 10 French ➔ Units 1 & 2 French ➔ Units 3 & 4 French

Unit 3 Description

Topics covered during Unit 3 centre around social issues for young people, immigration, racism and discrimination, volunteer work, tourism and travel to Francophone countries. Learning activities include discussing relationships, debating social issues, comparing French and Australian school systems, and offering advice about considering a gap year and eco-tourism in role-play situations. By the end of this unit, students should be able to: express ideas through the production of original texts; analyse and use information from spoken, written and visual texts; and exchange information, opinions and experiences in spoken situations.

Unit 4 Description

Unit 4 centres on a detailed study of language and culture through texts. Students explore and compare aspects of the language and culture of French-speaking communities through a range of oral, visual and written texts about environmental issues and the selected topic of Life during the Occupation of France during World War II. The texts, which form the basis of this study, include feature films, short stories, photos, cartoons, diary entries, newspaper or magazine articles, documentaries, electronic texts, songs or interviews. By the end of this unit, students should be able to: analyse and use information from written, spoken and visual texts, and respond critically to those texts, which reflect aspects of the language and cultural practices of French-speaking communities.

Assessment Tasks

- Listening, reading and viewings tasks
- Oral tasks
- Writing tasks
- End of year oral examination
- End of year written examination

Mathematics

GENERAL MATHEMATICS UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Core or 10A Mathematics ➔ Units 1 & 2 General Mathematics ➔ Units 3 & 4 General Mathematics

Unit 1 Description

Unit 1 is designed to develop skills and mathematical knowledge in linear relations and equations, shape and measurement, linear graphs and modelling and univariate data. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Unit 2 Description

Unit 2 is designed to develop skills and mathematical knowledge in bivariate data, matrices, financial arithmetic, number patterns and recursion and networks. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

Assessment tasks include components to be completed with and without the use of technology. Demonstration of achievement of the learning outcomes are based on the student's performance on a selection of the following assessment tasks:

- Tests
- Summary or review notes
- Problem solving and modelling tasks
- End of semester examination

GENERAL MATHEMATICS UNITS 3 & 4

Available to:	Year 11 (for students who have completed 10A Mathematics and if approved by the Head of Mathematics) and Year 12 students
Suggested Pathway:	Year 10 Core or 10A Mathematics ➔ Units 1 & 2 General Mathematics ➔ Units 3 & 4 General Mathematics

Unit 3 Description

Unit 3 consists of two areas of study that comprises 'Data analysis' and 'Recursion and financial modelling'. 'Data analysis' comprises 40 per cent of the content to be covered, and 'Recursion and financial modelling' comprises 20 percent of the content to be covered. The content in 'Data analysis' is designed to develop skills and mathematical knowledge with particular emphasis on displaying, summarising and describing univariate data, bivariate data, regression and time series data. The work on 'Recursion and financial modelling' covers financial transactions, asset value and loans and investments.

Students are expected to be able to apply techniques and processes that involve arithmetic, tables, equations, and graphs. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Assumed knowledge and skills for Unit 3 are contained in the General Mathematics Units 1 & 2 topics: linear relations and equations, univariate data, linear graphs, number patterns and recursion and bivariate data.

Unit 4 Description

Unit 4 consists of two areas of study that comprises 'Networks and decision mathematics' and 'Matrices'. Each area of study comprises 20 percent of the content to be covered. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators and other relevant forms of technology is an essential part of the course.

Assessment Tasks

- Application task
- Modelling or problem-solving task
- End of year examinations (2)

MATHEMATICAL METHODS UNITS 1 & 2

Available to:	Year 11 students who successfully achieved an average of 65% or higher in Year 10A Mathematics. An average below this grade will require approval from the Head of Mathematics following the successful completion of additional work.
Suggested Pathway:	Year 10A Mathematics ➔ Units 1 & 2 Mathematical Methods (and/or Units 1 & 2 Specialist Mathematics) ➔ Units 3 & 4 Mathematical Methods (and/or Units 3 & 4 Specialist Mathematics and/or Units 3 & 4 General Mathematics Units)

Unit 1 Description

Mathematical Methods Units 1 & 2 are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of algebraic functions and the areas of study are functions and graphs, algebra, calculus and probability and statistics. Students are expected to be able to apply techniques, routines and processes with and without the use of technology. The appropriate use of computer algebra system (CAS) technology is incorporated throughout the unit. Students will be required to define and explain key concepts, apply a range of mathematical routines and procedures, and apply, analyse and discuss mathematical processes in non-routine contexts.

Unit 2 Description

In Unit 2, students focus on the study of transcendental functions and the calculus of algebraic functions. The areas of study for Unit 2 are functions and graphs, algebra, rates of change and calculus and probability. Material is organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of CAS technology is incorporated throughout the unit.

Assessment Tasks

- Topic tests conducted without the use of CAS technology
- Assessment tasks conducted using CAS technology
- End of semester examinations (2)

MATHEMATICAL METHODS UNITS 3 & 4

Available to:	Year 11 and Year 12 students who have completed Units 1 & 2 Mathematical Methods. It is recommended students select this subject only if their average grade in Year 11 Mathematical Methods is 60% or higher. An average grade below this will require a discussion with the Head of Mathematics and the successful completion of additional work before approval is given.
Suggested Pathway:	Units 1 & 2 Mathematical Methods and/or Units 1 & 2 Specialist Mathematics and/or Units 3 & 4 General Mathematics ➔ Units 3 & 4 Mathematical Methods and/or Units 3 & 4 Specialist Mathematics

Unit 3 Description

Unit 3 includes content from the 'Functions and graphs' and 'Algebra' areas of study. It also typically covers applications of derivatives and differentiation, and identifying and analysing key features of functions and their graphs from the 'Calculus' area of study. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators and other relevant forms of technology is an essential part of the course.

Unit 4 Description

Unit 4 is designed to develop skills and mathematical knowledge from the remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra'. For Unit 4, the content from the 'Calculus' area of study would most likely be anti-differentiation, integration, the area of regions and simple applications of this content. Unit 4 also includes the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. Students are encouraged to apply their skills to analyse and solve mathematical problems. The effective use of CAS calculators and other relevant forms of technology is an essential part of the course.

Assessment Tasks

- Application task
- Two modelling or problem-solving tasks
- End of year examinations (2)

SPECIALIST MATHEMATICS UNITS 1 & 2

Available to:	Year 11 students who study also or have studied Units 1 & 2 Mathematical Methods. It is recommended students select this subject only if their average grade in 10A Mathematics is 75% or higher. An average grade below this will require a discussion with the Head of Mathematics and additional assessed work been successfully completed before approval is given.
Suggested Pathway:	Year 10A Mathematics ➔ Units 1 & 2 Specialist Mathematics **and** Units 1 & 2 Mathematical Methods ➔ Units 3 & 4 Mathematical Methods **and** Units 3 & 4 Specialist Mathematics

Unit 1 Description

Unit 1 is designed for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Compulsory topics are number systems and recursion and graphs of non-linear relations. Other topics are transformations, trigonometry, matrices and principles of counting and logic and algebra. Students will be required to communicate mathematical ideas clearly, both orally and in writing form. The effective use of CAS calculators is an essential part of the course.

Unit 2 Description

Unit 2 is designed for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Compulsory topics are geometry in the plane and proof and vectors in the plane. Other topics are kinematics, graph theory and statistics. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

- Topic tests conducted without the use of CAS technology
- Assessment tasks conducted using CAS technology
- End of semester examinations (2)

SPECIALIST MATHEMATICS UNITS 3 & 4

Available to:	Year 12 students who must also study or have studied Units 3 & 4 Mathematical Methods. It is recommended students select this subject only if their average grade in Year 11 Specialist Mathematics is 60% or higher. An average grade below this will require a discussion with the Head of Mathematics and the successful completion of additional work before approval is given.
Suggested Pathway:	Units 1 & 2 Mathematical Methods **and** Units 1 & 2 Specialist Mathematics ➔ Units 3 & 4 Mathematical Methods and Units 3 & 4 Specialist Mathematics

Unit Description

Specialist Mathematics Units 3 & 4 consist of the areas of study: 'Functions and Graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. The course content highlights mathematical structure, reasoning and applications across a range of modelling contexts.

Unit 3 includes content from 'Functions and Graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

Unit 4 typically consists of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and Statistics' areas of study.

Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Specialist Mathematics Units 3 & 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 & 2, the key knowledge and skills from Specialist Mathematics Units 1 & 2 topics 'Number Systems and Recursion' and 'Geometry in the Plane and Proof', and concurrent or previous study of Mathematical Methods Units 3 & 4.

Assessment Tasks

- One application task for Unit 3
- Two modelling or problem-solving tasks for Unit 4
- End of year examinations (2)

Music

MUSIC PERFORMANCE UNITS 1 & 2

Available to:	Year 10 and 11 students (prior approval required by the Director of Performing Arts)
Suggested Pathway:	Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit 1 Description

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2 Description

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Assessment Tasks

- Group and solo performance
- Analysing for performance
- Aural and theory skills
- Analysis of music
- Original composition
- End of semester examination

MUSIC (CONTEMPORARY) PERFORMANCE UNITS 3 & 4

Available to:	Students who have completed Units 1 & 2 Music Performance, or by approval from the Director of Performing Arts
Suggested Pathway:	Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit 3 Description

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

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4 Description

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

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

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

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Assessment Tasks

- Solo and group performance – internally and externally assessed – 20 minutes
- Analysing for performance
- Aural and theory skills
- Analysis of music
- Music analysis
- End of year external performance examination
- End of year written examination

MUSIC (REPERTOIRE) PERFORMANCE UNITS 3 & 4

Available to:	Students who have completed Units 1 & 2 Music Performance, or by approval from the Director of Performing Arts
Suggested Pathway:	Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit 3 Description

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4 Description

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Assessment Tasks

- Solo and group performance – internally and externally assessed – 20 minutes
- Analysing for performance
- Aural and theory skills
- Analysis of music
- Music analysis
- End of year external performance examination
- End of year written examination

OUTDOOR EDUCATION

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Unit 1 Outdoor and Environmental Studies ➔ Unit 2 Outdoor and Environmental Studies ➔ Units 3 & 4 Outdoor and Environmental Studies

Unit 1 Description - Connections with outdoor environments

Unit 1 examines the ways in which humans understand and relate to outdoor environments in the context of a variety of outdoor experiences. The unit focuses on different types of coastal, bush land and wetland biomes, with students developing an understanding of these environments through practical experiences. Students learn practical skills related to minimising their impact through use of codes of conduct, as well as planning for safe and sustainable participation in outdoor environments. Types of environments and indigenous understandings are investigated via rafting and mountain biking in King Valley. Whilst the safe and sustainable ways of engaging with Victoria's coastline is explored via an extended journey along Great Otways National Park. Navigation and map reading is also taught via orienteering lessons and practical applications in a range of environments.

Unit 2 Description - Discovering outdoor environments

Unit 2 focuses on the impact of indigenous and non-indigenous Australians on Victorian and global environments. This unit includes investigation into Victorian Alpine areas as students undertake analysis of human conceptions of nature, as well as human interactions with these environments. Students analyse activities such as conservation, economic interactions and recreation, exploring the environmental impacts related to these activities. Students may engage in practical experiences such as cross-country skiing, tree planting, bushwalking and surfing, in the locations they investigate within the classroom. There will also be a focus on planning and conducting peer-led outdoor activities. Locations have included Alpine National Park, Port Phillip Bay and other local environments in the past. All activities focus on minimal impact practices.

Assessment Tasks

- Case studies
- Data analysis
- Written responses
- Ongoing logbook of practical experiences
- End of semester examination

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Unit 1 & 2 Outdoor and Environmental Studies ➔ Units 3 & 4 Outdoor and Environmental Studies

Unit 3 Description - Relationships with outdoor environments

Unit 3 considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Victoria. It examines the impact of those relationships on the outdoor environment. The first area of study looks at the history of interactions with key outdoor environments. Relationships with Australian outdoor environments as expressed by indigenous Australians and non-Indigenous settlers are studied. The influence of early colonisation, federation and environmentalism are investigated. The second area of study examines how indigenous custodianship has influenced land management and the influence of conflicts over environments on our relationships with them. The unit also investigates the contemporary issues of climate change, renewable energy and/or water management from social and political perspectives. For the practical component of this unit the Grampians National Park is explored via bushwalking, canoeing, rock climbing and abseiling activities, along with a cultural tour of the region. The Yarra Valley may also be explored through investigations into conflicts over land use and the recreational, conservational and economic uses of the region.

Unit 4 Description - Sustainable outdoor environments

Unit 4 focuses on the health, importance and future of Victorian outdoor environments and the sustainability of interactions indigenous and non-indigenous Australians have with outdoor environments. Students investigate the importance of healthy natural environments for biodiversity, individual wellbeing and the future of society. Students study methods for evaluating the health of environments and investigate the current state of the environment. Acts of parliament and international conventions regarding the sustainable management of natural environments are also studied. During this unit, practical experiences may include canoeing, white water kayaking and/or caving, which are utilised to experience the impact of the theory studied on Victorian outdoor environments.

Assessment Tasks

- Independent logbook of practical experiences
- Written report
- Media analysis
- Structured questions
- End of year examination

Science

BIOLOGY UNITS 1 & 2

Available to:	Year 11 students and Year 10 students who have averaged 80% or higher in Year 9 Science across both semesters
Suggested Pathway:	Year 10 Biology ➔ Units 1 & 2 Biology ➔ Units 3 & 4 Biology

Unit 1 Description

Unit 1 'How do organisms regulate their functions?'

Students examine cells and cell membranes. Students explore cell growth, replacement and death. They become familiar with the cell cycle and cell division. Students consider the properties of stem cells and their role in differentiation.

Students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals.

Students adapt or design and then conduct a scientific investigation to generate data, organise and interpret the data, and reach a conclusion to the research question.

Unit 2 Description

Unit 2 'How does inheritance impact on diversity?'

Students describe the production of gametes in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. Students explain how a trait can be influenced by genes and environmental factors. They apply their knowledge to analyse pedigree charts and determine patterns of inheritance.

Students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate reproductive cloning technologies. They explore the biological importance of genetic diversity and the adaptations that enable species to survive in an ecosystem. Students explore the interdependencies between species. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Assessment Tasks

- Logbook
- Data analysis tasks
- Media article analysis
- Simulation and modelling tasks
- Report on a contemporary bioethical issue
- End of semester examination

BIOLOGY UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 10 Biology ➔ Units 1 & 2 Biology ➔ Units 3 & 4 Biology

Unit 3 Description - How do cells maintain life?

1. *What is the role of nucleic acids and proteins in maintaining life?* Students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

2. *How are biochemical pathways regulated?* Students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Unit 4 Description - How does life change and respond to challenges?

1. *How do organisms respond to pathogens?* Students focus on the immune response of organisms to specific pathogens. Students examine antigens, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases. Students consider the prevention of spread and the development of treatments for diseases.

2. *How are species related over time?* Students focus on changes to genetic material over time and the evidence for biological evolution. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

3. *How is scientific inquiry used to investigate cellular processes and/or biological change?* Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment Tasks

- Analysis and evaluation of a selected biological case study
- Analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- Analysis and evaluation of a contemporary bioethical issue
- End of year examination

CHEMISTRY UNITS 1 & 2

Available to: Year 11 students only

Suggested Pathway: Year 10 Chemistry ➔ Units 1 & 2 Chemistry ➔ Units 3 & 4 Chemistry

Unit 1 Description

In Unit 1 – How can the diversity of materials be explained? There are three areas of study:

1. *Area of Study 1: How do the chemical structures of materials explain their properties and reactions?* Students study elements as the building blocks of useful materials. They investigate carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures.

2. *Area of Study 2: How are materials quantified and classified?* Students study the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.

3. *Area of Study 3: How can chemical principles be applied to create a more sustainable future?* Students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2.

Unit 2 Description

In Unit 2 – How do chemical reactions shape the natural world? There are three areas of study:

1. *Area of Study 1: How do chemicals interact with water?* Students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation.

2. *Area of Study 2: How are chemicals measured and analysed?* Students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water and explore the relationship between solubility and temperature.

3. *Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?* Students adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data.

Assessment Tasks

- Topic tests
- Practical reports with logbook entries
- Data analysis tasks
- Investigative practical report on water
- A research task on either First Nations Chemistry or Sustainable Chemical principles presented as an infographic
- End of semester examination

CHEMISTRY UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Year 10 Chemistry ➔ Units 1 & 2 Chemistry ➔ Units 3 & 4 Chemistry

Unit 3 Description

In Unit 3 'How can design and innovation help to optimise chemical processes?' there are two areas of study:

1. *Area of study 1: What are the current and future options for supplying energy?* Students analyse and compare a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced.
2. *Area of study 2: How can the rate and yield of chemical reactions be optimised?* Students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Students explore the sustainability of different options for producing useful materials for society.

Unit 4 Description

In Unit 4 'How are carbon-based compounds designed for purpose?' there are three areas of study:

1. *Area of Study 1*: *How are organic compounds categorised and synthesised?* Students explore the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.
2. *Area of Study 2: How are organic compounds analysed and used?* Students explore laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation, volumetric analysis, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.
3. *Area of Study 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?* Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds and should be inspired by a contemporary chemical challenge or issue. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment Tasks

- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- Analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.
- End of year examination

PHYSICS UNITS 1 & 2

Available to: Year 11 students only

Suggested Pathway: Year 10 Physics ➔ Units 1 & 2 Physics ➔ Units 3 & 4 Physics

Unit 1 Description

Unit 1: How is energy useful to society? There are three areas of study:

1. *Area of Study 1: How are light and heat explained?* Students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

2. *Area of Study 2: How is energy from the nucleus utilised?* Students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues. Students explore the transfer of energy from the nucleus through the processes of fission and fusion.

3. *Area of Study 3: How can electricity be used to transfer energy?* Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

Unit 2 Description

Unit 2: How does physics help us to understand the world? There are three areas of study:

1. *Area of Study 1: How is motion understood?* Students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion and apply their understanding of motion and force through a case study.

2. *Area of Study 2: Options - How does Physics inform contemporary issues and applications in society?* Students study an option taken from a predetermined list of possible areas of study.

3. *Area of Study 3: How do Physicists investigate questions?* Students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

Assessment Tasks

- Topic tests
- Practical reports
- Practical Investigation with logbook entries
- Data analysis task
- End of semester examination

PHYSICS UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Year 10 Physics ➔ Units 1 & 2 Physics ➔ Units 3 & 4 Physics

Unit 3 Description

Unit 3: How do fields explain motion and electricity? There are three areas of study:

1. *Area of Study 1: How do physicists explain motion in two dimensions? Students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass.*

2. *Area of Study 2: How do things move without contact? Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of, and the force on, an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron.*

3. *Area of Study 3: How are fields used in electricity generation? Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.*

Unit 4 Description

Unit 4: How have creative ideas and investigation revolutionised thinking in physics? There are two areas of study:

1. *Area of Study 1: How has understanding about the physical world changed? Students learn how understanding of light, matter and motion have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world.*

2. *Area of Study 2: How is scientific inquiry used to investigate fields, motion or light? Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to fields, motion or light. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.*

Assessment Tasks

- A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 & 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
- Experimental reports
- Data analysis tasks
- Topic tests
- End of year examination