



UPPER YARRA  
SECONDARY COLLEGE



YEARS 11 AND 12  
SENIOR  
CURRICULUM

2025

# Supporting Parents and Students 2024



UPPER YARRA  
SECONDARY COLLEGE

Principal  
Scott Tully

Assistant Principals  
Meredith Nursey, Michael Schultz

Curriculum Leaders  
Monique Rohr, Laura Molan

Senior School Leader  
Katie Feagan

Middle School Leader  
Luke McCormick

Junior School Leader  
Jeremy Cliff

Year 12 Leader  
Katie Feagan

Year 11 Leader  
Daniel Sanders

Year 10 Leader  
Luke McCormick

VCE VM Coordinator  
Bronwen Foley

VET Coordinator/Careers Advisor  
Simon Tacey, Angela Brewer

English and Languages  
Lisa VanderKolk

Mathematics  
Travis Robinson

Science  
Olga Timoney

Humanities  
Bianca Fraser

The Arts, Design and Technology  
David Timmermans

Health and Physical Education  
Benjamin Blattman

Inclusion Support Leader  
Laura Molan

Outdoor Education Leader  
Benjamin Blattman

Instrumental Music Coordinator  
Kellie Woollard

Staff can be contacted during school hours at the College on 5967 1877 or at any time via the UYSC Compass Parent Portal.

Meetings can also be arranged with Staff. Please ensure you call the College beforehand, to arrange a time when they are available.

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## Welcome

Welcome to the Senior School Curriculum Guide for Upper Yarra Secondary College. The purpose of this handbook is to provide a resource for students and parents/guardians/carers to assist them with the selection of subjects for Years 11 and 12.

Parents and students are strongly encouraged to study all sections of this course guide and are asked to allocate sufficient time to jointly discuss its contents.

Students are encouraged to choose subjects based on their interests, skills and abilities. The selection of the appropriate course for each student is vital and students are encouraged to allocate time to do this properly.

Each Senior School student participates in an individual Careers Counselling session that ensures they are selecting the appropriate program for their future pathways, including pre-requisite subjects.

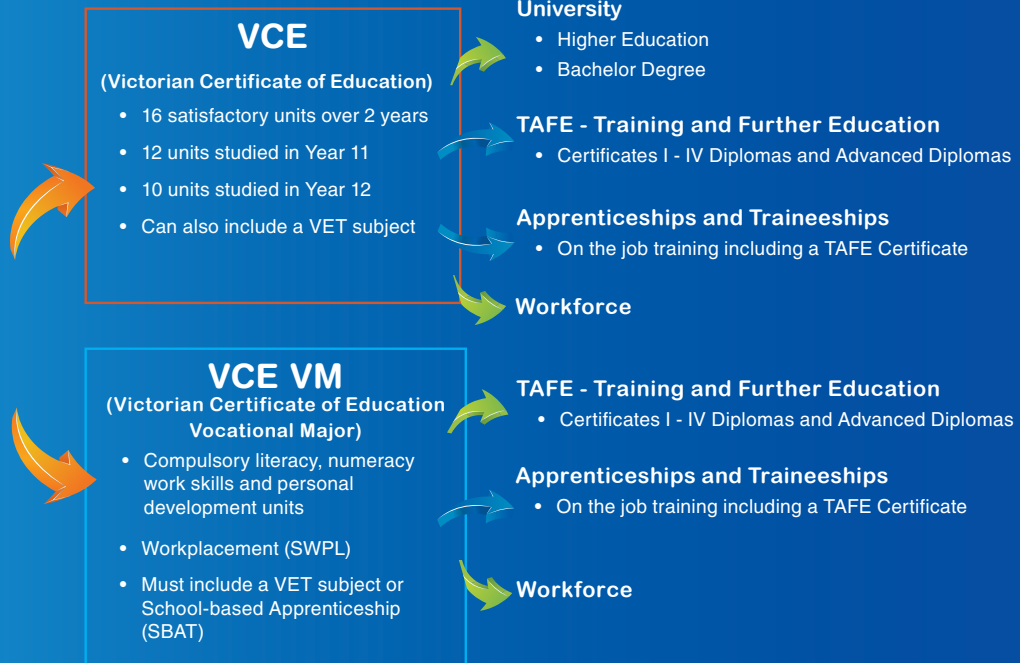
Students are encouraged to

- Visit the Careers Office and enter into discussions with the Careers Advisor and/or VET Coordinator
- Attend University Open Days
- Attend the VCE Parent Information Evening. (This evening will also provide an opportunity to speak to teachers about the subjects on offer)

We trust that the selection of a course for 2025 will be a positive and rewarding process as you make your plans for the future.

# It's my future, my life!

Year 10



## Where to Get Information

### Course/Careers Information Websites

- UYSC Careers: [uysccareers.com](http://uysccareers.com)
- Australia's Careers Information Service: [myfuture.edu.au](http://myfuture.edu.au)
- Youth Central link: [youthcentral.vic.gov.au](http://youthcentral.vic.gov.au)

### Newsletter/Noticeboards/Reference Books

(including Handbooks and Course Guides)

- Careers Office

### Subject Selection Information Evening

- in July each year

### TAFE (Technical and Further Education)

- TAFE Course line: 131 823
- TAFE handbooks in the Careers Office

### University Studies

- University of Melbourne: [unimelb.edu.au](http://unimelb.edu.au)
- RMIT: [rmit.edu.au](http://rmit.edu.au)
- Victoria University: [vu.edu.au](http://vu.edu.au)
- Australian Catholic University: [acu.edu.au](http://acu.edu.au)
- La Trobe University: [latrobe.edu.au](http://latrobe.edu.au)
- Deakin University: [deakin.edu.au](http://deakin.edu.au)
- Swinburne University: [swinburne.edu.au](http://swinburne.edu.au)
- Monash University: [monash.edu.au](http://monash.edu.au)

### VTAC (Victorian Tertiary Admissions Committee)

- Current VTAC Guide in Careers Office
- [vtac.edu.au](http://vtac.edu.au)

### VCAA (Victorian Curriculum and Assessment Authority)

- [vcaa.vic.edu.au](http://vcaa.vic.edu.au)

### Yarra Valley VET Cluster

- [yvvc.org.au](http://yvvc.org.au)

### VCE VM

- [vic.gov.au/vce-and-vce-vocational-major](http://vic.gov.au/vce-and-vce-vocational-major)

For more information contact your Senior School Leader or Careers Advisor.



## Curriculum Learning Opportunities at UYSC

Upper Yarra Secondary College aims to offer a range of subjects to students to support all students to achieve success in their chosen pathway.

The Curriculum at the College is constantly under review, revision and restructure at all year levels in response to important developments both within and outside the school community.

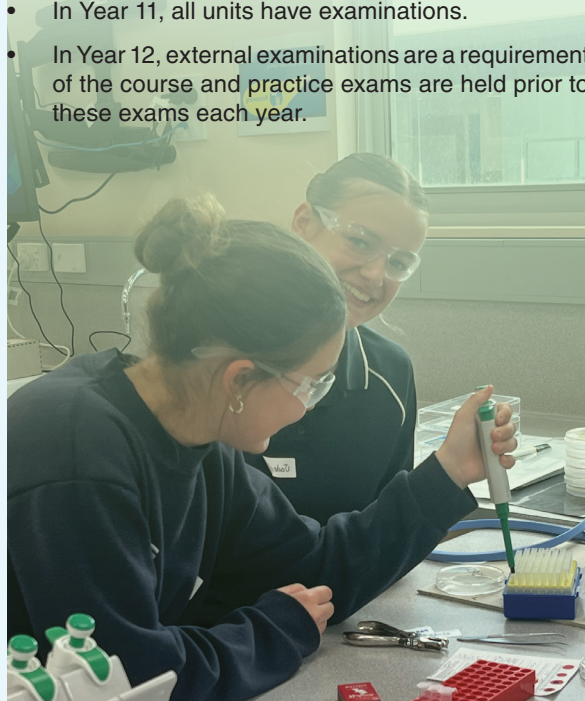
Within a world of change and development the College accepts the challenges presented to any organisation within this environment and is committed to the College's tradition of 'providing high quality education to students in the Yarra Valley'

*Because of the dynamic nature of any curriculum, some of the details may change before the start of the 2024 school year.*

### Examinations

Examinations for all year levels are now a part of the College operations. Students will complete exams in selected subjects, at the end of each semester:

- In Year 11, all units have examinations.
- In Year 12, external examinations are a requirement of the course and practice exams are held prior to these exams each year.



### Reporting on Learning and Achievement

We as a College give very specific advice to students and parents about what students are achieving in their learning.

#### Year 11 students receive:

- 2 Written Reports
- 2 Progress Reports
- a Statement of Results

#### Year 12 students receive:

- 1 Written Report
- 2 Progress Reports
- a GAT Statement of Results
- an ATAR Statement of Results from the VCAA.

All subjects are divided into units.

A unit is a semester length section of a subject.



## Flexible Learning Options Fast-Tracking Program

All students completing a normal Year 10 program in 2025 are expected to fast-track either a VCE or VET subject as part of their studies.

Fast-tracking is designed to better prepare students for their Senior School pathway and to support academic achievement.

It also gives students the opportunity to complete additional VCE studies to increase their options at the completion of secondary school.

Students are required to sit the GAT each year they complete a Unit 3 & 4 subject.

## University Enhancement Studies Program

Students in Year 12 may be eligible to apply for entry into a University Level subject.

This entry is based on an interview process, and outstanding results and work ethic over Years 10 and 11 studies.

## Victorian Virtual Learning Network

The VVLN is an initiative of Bendigo Senior Secondary College to develop innovative, interactive, instructional online VCE subjects designed to be delivered to secondary school students using web-based technology.

Students can undertake subjects at any time in any location with high speed broadband access.

The VVLN provides opportunities for students to access VCE subjects which may not be available at their own school.

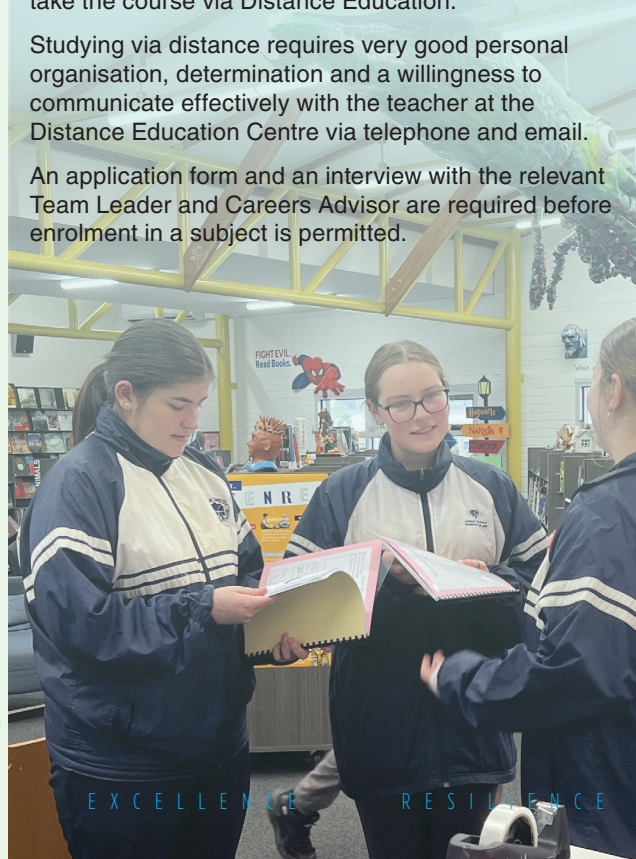
Visit: [vln.vic.edu.au/subjects.html](http://vln.vic.edu.au/subjects.html)

## Virtual School Victoria (Distance Education)

Students who wish to study subjects not offered at Upper Yarra Secondary College in 2025 may apply to take the course via Distance Education.

Studying via distance requires very good personal organisation, determination and a willingness to communicate effectively with the teacher at the Distance Education Centre via telephone and email.

An application form and an interview with the relevant Team Leader and Careers Advisor are required before enrolment in a subject is permitted.



# the 10 about the 11 VCE 12 curriculum

## Years 11 and 12 Curriculum at UYSC 2025

The College offers a wide range of VCE subjects designed to meet all tertiary entry prerequisites whilst at the same time catering for the diverse needs of students. For VCE students a range of VET subjects are also offered at the College.

- The vast majority of students will undertake the Victorian Certificate of Education (VCE) and some will include a Vocational Education & Training (VET) component in their studies.
- The Victorian Certificate of Education Vocational Major (VCE VM) caters for students whose needs are not met by the VCE.

*Students at the end of Year 10* may choose to:

- Complete their VCE with the view to gaining entry to University or TAFE courses, obtaining a job or apprenticeship/traineeship.
- Complete a Victorian Certificate of Education Vocational Major (VCE VM) with pathways to TAFE or employment. This must include a VET program and Work Placement.
- Complete a Vocational Education Training program (VET) as part of their VCE.

*Students undertaking VCE at Year 11* will choose twelve semester-based units (six in semester one, six in semester two). Alternatively, students in Year 11 have the option of completing the Victorian Certificate of Education Vocational Major (VCE VM), studying Literacy and Numeracy, Work Related Skills, Personal Development and VET.

*Students at Year 12* choose ten semester-based Unit 3 and 4 sequences from across the curriculum with either English, English Language or Literature as a compulsory subject.

## The Victorian Certificate of Education

The VCE is comprised of over 40 studies. Most studies are made up of 4 units each. A unit represents about 100 hours of work and lasts for one semester or half year. Units 1 and 2 are usually offered at Year 11. Units 3 and 4 are usually offered at Year 12 and are sequential.

A typical student's program will consist of 22 semester-based units of study over the two years, although some students may do more or less in particular circumstances.

**All VCE students will be required to undertake a VCAA approved program of studies which will allow them to meet the satisfactory completion requirements:**

To be eligible for the award of **VCE**, a student must satisfactorily complete 16 units, including:

- 3 units in English or Literature or English Language that includes Units 3 and 4.
- at least 3 sequences of Units 3 and 4 in studies other than English.

**To receive a study score for a subject students must satisfactorily complete both Units 3 and 4.**

The following is a summary of what to expect with the **VCE**:

- Assessment will be based on a combination of examinations and School-assessed work (SACs and SATs).
- There is a strong emphasis on students being assessed on work done in class as part of the normal teaching program.
- Examinations are of great importance as they form a large part of the assessment and examination performance may be used to determine the final grades for School assessed work.
- The General Achievement Test (GAT), is compulsory for students studying Units 3 and 4 and is completed in June each year.

<https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx>

VCE

VM

VET

# pathways

## Choosing a Pathway

### The Victorian Certificate of Education

Most students at Upper Yarra choose a VCE course of study to provide them with a pathway into further training, tertiary education at a TAFE or University or employment.

VCE gives students an excellent foundation to undertake further education and training options that lead into a broad range of career possibilities.

### The Vocational Education and Training (VET) Pathway

It is also possible to study a VET (Vocational Education and Training) course within a VCE program. VET courses provide students with learning and skill development designed to prepare individuals for work in the chosen industry or further study in this field.

*A VET course is the equivalent to an entry level TAFE Certificate which can lead to higher level qualifications with further TAFE study.*

Students undertaking a VET course have the advantage of obtaining a nationally recognised qualification and at the same time receive credits toward their VCE program.

Some VET subjects require an external examination at the end of Year 12.

### The Victorian Certificate of Education Vocational Major

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects added to the VCE that will make up the core of the program. It is an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences, where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs, or directly into the workforce.

## Guidelines for choosing subjects

- Choose subjects in areas in which you are interested, and in which you have shown ability.
- Be clear about the amount and type of work required. Some subjects require much more research and assignment work than others. Others also have a practical component in them.
- Choose a course that is consistent with your future aims. Entry into many tertiary courses (at Universities, Colleges, Institutes of Technology, TAFE, etc.) requires certain subjects to be studied at Year 11 and/or Year 12.

Further information can be obtained from the Careers Office, the Job Guide, the VTAC Guide, the "VICTER" guide, and the VTAC Site, ([vtac.edu.au](http://vtac.edu.au))



# VCE VM hands on practical learning

## Victorian Certificate of Education **Vocational Major**

### VCE VM Program

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

Students must successfully finish at least 16 units, including:

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

Most students undertake between 16-20 units over the two years. and structured workplace learning.

Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM and structured workplace learning.

The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

### Vocational Education and Training

To satisfy the requirements of VCE VM it is necessary for students to successfully complete a minimum of 100 hours of a recognised Vocational Education and Training (VET) course. Ideally, students should aim to complete the full certificate over the two year period.

These courses are usually undertaken at various TAFE institutions. VET programs are offered at other secondary colleges or private VET providers.

*Students choose to study a VET course externally to accommodate their vocational interests and create appropriate pathways.*





# Hands on practical learning

## VET at Upper Yarra Secondary College 2025

### VET (Vocational Education and Training)

Vocational Education and Training refers to enhanced Senior School studies which enable a secondary student to combine their Senior School studies with vocational training. Students in Years 10 and 11 can commence a VET program from the selection of courses listed.

It is a two-year program combining general VCE/VCE VM studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality Operations) and a Senior School Certificate (VCE/VCE VM) at the same time.

Please note there is an additional cost associated with these programs.

*Each program is described in detail in individual VET Program Flyers available from the Careers Office.*

### Work Placement

Students choosing a VET subject are required to complete a block of Work Placement in an area related to their study. This may fall within their mid-year holiday break, and is a requirement for completing the subject.

The majority of VET subjects occur on a Wednesday afternoon but some do run over the course of the whole day on Wednesday or on another day or evening. Courses run with students from a number of different schools.

*For most students, attendance at UYSC classes on a Wednesday morning prior to their VET course is required.*

A list of programs offered, costs of programs and days programs are delivered will be distributed to students with their subject selection forms. Students and Parents are asked to consult with the Careers Advisor if in doubt.

*Please note that students who undertake a VET Program will do one less VCE subject at school. They will have supervised study sessions to assist them to complete the Unit.*

### Yarra Valley VET Cluster

The Yarra Valley VET Cluster commenced in 1999, and consists of ten schools working together in co-operation to provide a large range of quality vocational education and training options to students in the Yarra Valley.

The Yarra Valley VET Cluster consists of the following schools:

- Billanook College
- Healesville High School
- Lilydale Heights College
- Lilydale High School
- Mooroolbark College
- Mount Evelyn Christian School/Ranges Tec
- Mount Lilydale Mercy College
- Upper Yarra Secondary College
- Yarra Hills Secondary College
- Cire



VET

# practical learning

## Yarra Valley VET Cluster **Multiple Campuses**

Courses offered in 2025 may change. The following VET Courses must be applied for through the VET Coordinator. The majority of VET subjects occur over the whole day on Wednesday or on a half day. Courses run with students from a number of different schools.

Certificate II Wine Industry Operations

*Upper Yarra*

Certificate III Aviation(Remote Pilot - Visual Line of Sight)

*Upper Yarra*

Certificate II in Hospitality#

*Upper Yarra*

Certificate II in Cookery

*Upper Yarra*

Certificate II in Active Volunteering

*Upper Yarra*

Certificate II in Sport Coaching

*Upper Yarra*

Certificate II AUSLAN

*Ranges Tec*

Certificate II Furniture Making#

*Ranges Tec*

Certificate II Hospitality#

*Mount Lilydale*

Certificate II Conservation and Ecosystems Management

*Lilydale Heights*

Certificate III Community Services

*Cire*

Certificate III Early Childhood Education and Care (partial completion) *Cire*

Certificate III Acting (Screen)

*Lilydale High*

Certificate II Animal Studies

*Lilydale High*

Certificate II Automotive (Mechanical)

*Healesville High*

Certificate II Building and Construction

*Healesville / Ranges Tec*

Certificate II Engineering Studies#

*Mount Lilydale / Ranges Tec*

Certificate II Horticulture

*Ranges Tec*

Certificate III Music Industry Performance

*Billanook College*

Certificate II Electrotechnology

*Ranges Tec*

Certificate II Visual Arts

*Mount Lilydale*



Additional courses are available through Box Hill TAFE e.g. Certificate II Plumbing.

#These VET subjects have a study score and may also have an end of Year 12 external examination.

## Year 11 (Units 1 and 2) Senior Subjects 2025

Choose 12 Semester Units

### English \*

- English
- Literature
- Language

### Mathematics

- Mathematics General
- Mathematical Methods
- Mathematics Specialist

### Health and Physical Education

- Health and Human Development
- Outdoor and Environmental Studies
- Physical Education

### Languages\*\*

- Japanese

### Science

- Biology
- Chemistry
- Physics
- Psychology

### Humanities

- Business Management
- History: Modern
- Legal Studies
- Geography
- Politics

### The Arts

- Media
- Drama
- Art Creative Practice (Photography)#
- Art Making and Exhibiting (Studio Arts)#

### Design and Technology

- Food Studies
- Product Design and Technology#

### VCE VM

- Literacy
- Numeracy
- Work-related Skills
- Personal Development Skills
- VET or SBAT
- SWPL

\* *Compulsory to the end of Year 12*

\*\* *Virtual School Victoria*

# *Folio*

**Important Note:** While all the above listed subjects are offered by UYSC, classes may not run in some subject areas due to limited student demand.

## Year 12 (Units 3 and 4) Senior Subjects 2025

Choose 10 Semester Units

### English \*

- English
- Literature

### Mathematics

- Mathematics General
- Mathematical Methods
- Mathematics Specialist

### Health and Physical Education

- Health and Human Development
- Outdoor and Environmental Studies
- Physical Education

### Languages\*\*

- Japanese

### Science

- Biology
- Chemistry
- Physics
- Psychology

### Humanities

- Business Management
- History: Revolutions
- Legal Studies
- Geography

### The Arts

- Media#
- Drama
- Art Creative Practice (Photography)#
- Art Making and Exhibiting (Studio Arts)#

### Design and Technology

- Food Studies
- Product Design and Technology#

### VCE VM

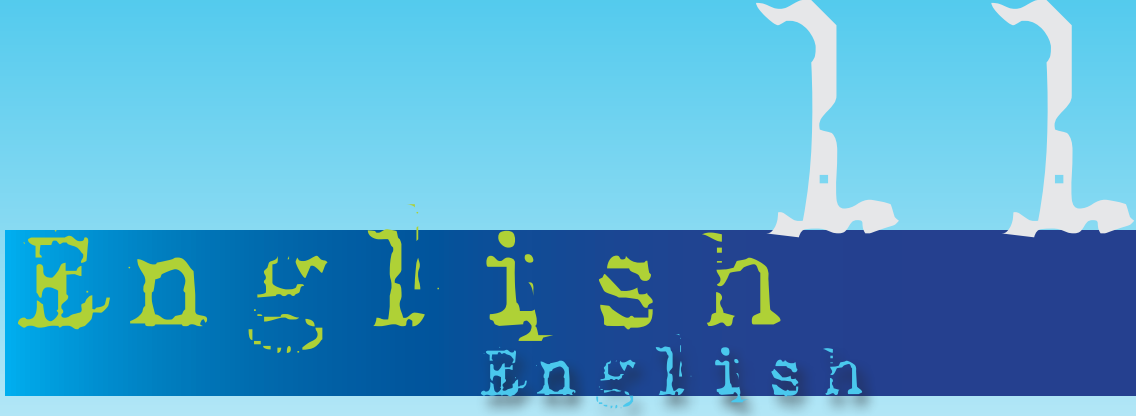
- Literacy
- Numeracy
- Work-related Skills
- Personal Development Skills
- VET or SBAT
- SWPL

### VET (Year 11 and 12)

- Certificate II Wine Industry Operations
- Certificate III Aviation
- Certificate II Cookery
- Certificate II Hospitality
- Certificate II Sport Coaching
- Certificate II Active Volunteering

## VCE/ VCE VM Key Terms

Australian Tertiary Admission Rank (ATAR)	The overall ranking, on a scale of zero to 99.95, that students receive, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. The GAT is held in June.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCE VM unit.
School-assessed Coursework(SAC)	A School-based Assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.
School-assessed Task	A School-based Assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria.
Satisfactory completion of VCE	The school decision that a student has demonstrated achievement of the outcomes for a VCE/VCE VM unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'. Students qualify for the VCE when they satisfactorily complete units that meet the program requirements.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCE VM, and whether they have graduated.
Study Score	A score from zero to 50 that shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in School-based Assessments and examinations.
Victorian Curriculum and Assessment Authority(VCAA)	Victorian Curriculum and Assessment Authority Formally known as the Board of Studies it is the Victorian State Government authority responsible to the Minister of Education for conducting the VCE.
Victorian Tertiary Admissions Centre (VTAC)	Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.



## English Units 1 and 2

**“VCE English focuses on how English language is used to create meaning in written, spoken and multi-modal texts of varying complexity.”**

### Year 11, Unit 1

#### Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text.

They develop and strengthen inferential reading and viewing skills, and consider the ways a text’s vocabulary, text structures and language features can create meaning on several levels and in different ways.

#### Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing.

They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing.

### Year 11, Unit 2

#### Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

#### Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies.

They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience.

Students apply their knowledge of argument to create a point of view text for oral presentation.



*To be eligible for the award of VCE, a student must satisfactorily complete 16 units, including: 3 units in English or Literature or English Language.*



## English Units 3 and 4

**“...thinking, listening, speaking, reading, reviewing and writing.”**

### Year 12, Unit 3

#### Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters.

They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

#### Creating texts

In this area of study, students build on the knowledge and skills developed through Unit 1.

They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

*Unit 3 School-assessed Coursework 25%*



### Year 12, Unit 4

#### Reading and responding to texts

Students further sharpen their skills of reading and viewing texts. They consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features.

They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these social and cultural values are presented.

They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

#### Analysing argument

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

Students read, view and/or listen to a variety of texts from the media, including print and digital, audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.

*Unit 4 School-assessed Coursework 25%*

*Units 3 and 4 End-of-year Examination 50%*

Units 3  
and 4 English  
Literature can be  
done in conjunction with  
English or as a study on its  
own, in order to complete  
VCE.

“How do the **cultures** represented in  
texts **influence** their **interpretations** and  
**shape** meaning?”

“How do the **views** and **values** of  
readers **influence** the **meaning** of  
a text?”

# Literature

## English

## Literature Units 1 and 2

### Year 11, Unit 1

#### Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning.

Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

#### Exploration of literary movements and genres

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and sub genres such as crime, romance and science fiction.

Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

### Year 11, Unit 2

#### Voices of Country

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

#### The text in its context

Students focus on the text and its historical, social and cultural context. They reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

LITERATURE  
CAN LEAD  
TO:

Editor  
Film and TV Editor  
Publisher  
Media Presenter  
Actor  
Theatre Critic  
Translator

Writer  
Librarian  
Teacher



# Literature

## English

### Literature Units 3 and 4

“How do the **writers** and **construct** their texts?”

“How do the **writers** **adapt** and **transform** their texts?”

“This study provides **opportunities** for reading **deeply**, **widely** and **critically**...”

“How do **language** and **literary** elements, and techniques **function** within a text?”

## Year 12, Unit 3

### Adaptations and transformations

In this area of study students focus on how the form of a text contributes to its meaning.

Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or re-imagined context, affects its meaning, comparing the original with the adaptation.

By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

### Developing interpretations

Students explore the different ways we can read and understand a text.

They develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students consider the historical, social and cultural context as well as their own views and values as readers.

Students explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text.

Students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

*Unit 3 School-assessed Coursework 25%*



## Year 12, Unit 4

### Creative responses to texts

Students focus on the imaginative techniques used for creating and recreating a literary work. They use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.

They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure.

Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

### Close analysis of texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts.

Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Students consider literary forms, features and language, and the views and values of the text.

They write expressively to develop a close analysis, using detailed references to the text.

*Unit 4 School-assessed Coursework 25%*

*Unit 3 and 4 End-of-year Examination 50%*

“For students who are **logical** or **analytical** thinkers...”

# Language

## English

### English Language Units 1 and 2

“How do children **learn** language?”

“...how language **works**; the **science** of language.”

“How has **English** **changed** over the **centuries**?”

#### Year 11, Unit 1

##### Language and communication

*Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to their communities.*

In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others.

Students explore the various functions of language and the nature of language as an elaborate system of signs.

The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered.

Students investigate children’s ability to acquire language and the stages of language acquisition across a range of subsystems.

##### Areas of Study

- The nature and functions of language
- Language acquisition

#### Year 11, Unit 2

##### Language change

Languages are dynamic and language change is inevitable and continuous.

Students consider factors contributing to change over time in the English language and factors contributing to the spread of English.

They explore texts from the past and the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics.

Attitudes to language change vary considerably and these are also considered.

In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English.

They consider how the global spread of English has led to a diversification of the language and to English being used by more people as an additional or a foreign language, than as a first language.

Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages.

Students consider the cultural repercussions of the spread of English.

##### Areas of Study

- English across time
- Englishes in contact

**ENGLISH LANGUAGE CAN LEAD TO:**

**WRITER  
LIBRARIAN  
TRANSLATOR  
THEATRE CRITIC**

**TEACHER  
EDITOR  
FILM AND TV EDITOR  
PUBLISHER  
MEDIA PRESENTER  
ACTOR**

**English Language Units 1 & 2 can be studied in conjunction with English Units 1 & 2.**

"How are words used together to convey a message?"

# Language

## English

### English Language Units 3 and 4

"...explore written and spoken texts..."

#### Year 12, Unit 3

##### Language variation and purpose

Students investigate English language in contemporary Australian settings. They explore how through written and spoken texts we communicate information, ideas, attitudes, prejudices and opinions.

Students examine the structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed.

Students learn how words work together to construct message and meaning.

Students consider how texts are influenced by the situational and cultural contexts in which they occur.

They examine how function, field, mode, setting and the relationships all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community.

Students learn how speakers and writers use features from within particular language styles to establish the degree of formality.

They learn how language can suggest relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

##### Areas of Study

- Informality
- Formality

Unit 3 School-assessed Coursework 25%

"...information, ideas, attitudes, prejudices and opinions."

#### Year 12, Unit 4

##### Language variation and identity

Students focus on the role of language in establishing and challenging different identities.

There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations.

Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity.

However, non-Standard English varieties also play a role in constructing users' social and cultural identities.

Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official document.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us.

Through our language we express ourselves as individuals and signal our membership of particular groups.

Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

##### Areas of Study

- Language variation in Australian society
- Individual and group identities

##### Assessment

Unit 4 School-assessed Coursework 25%

Unit 3 and 4 End-of-year Examination 50%

# Japanese Languages

## Japanese Units 1 and 2

Students should have satisfactorily completed Year 10 Japanese and demonstrated competency in all skill areas.

### Year 11, Units 1 and 2

The focus of Units 1 and 2 is on enhancing students' ability to communicate in Japanese and to understand and appreciate its culture .

The course promotes understanding of different attitudes and values outside Australia, and provides students with a direct means of exploring Japan's rich cultural history, its tradition, arts and crafts.

In completing these units, students improve the level of their aural, oral and written skills in the Japanese language, enhancing their ability to communicate more effectively.

Students study selected topics which address particular text types and language.

#### Areas of Study

##### The individual:

- personal world
- daily life
- past and future

##### The Japanese-speaking communities:

- visiting Japan
- life in Japan
- getting to know Japanese

##### The changing world:

- the world of work
- changes in daily life
- home and neighbourhood

## Japanese Units 3 and 4

**"Japanese is scaled up by 5% and this usually equals between 7 and 9 points in the ATAR rank."**

### Year 12, Units 3 and 4

In Units 3 and 4 students continue with the three prescribed themes that are common to all four units of study of Japanese as a second language.

Text types, styles of writing, vocabulary and grammar are all linked both to each other and to the themes and topics. Together as common areas of study, they improve students' knowledge and skills required for successful achievement of outcomes.

These common areas of study provide the opportunity for the student to build upon what is familiar as well as develop knowledge and skills in new and more challenging areas.

#### Areas of Study

##### The individual:

- personal world
- education and aspirations
- personal opinions and values

##### The Japanese-speaking communities:

- lifestyles
- historical perspectives
- arts and entertainment

##### The changing world:

- social issues
- the world of work
- scientific and technological issues.

Unit 3 School-assessed Coursework: 25%

Unit 4 school-assessed Coursework: 25%

Unit 3 and 4 End of year Examinations\*

- oral component 12.5%
- written component 37.5%

LANGUAGES  
CAN LEAD  
TO:

Translator  
Travel Consultant  
Immigration Officer  
Foreign Correspondent  
Teacher

Speech  
Pathologist  
Linguist

**\*\*Offered  
by  
Distance  
Education**

“Mathematics encountered in everyday life, at home, work or study.”

“...a strong emphasis, on using, mathematics in practical ways.”

# Foundation Mathematics

## Foundation Mathematics Units 1 and 2

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in the real world. There is a strong emphasis on the practical applications of mathematics.

Foundation Maths Units 1 and 2 lead to Foundation Maths 3 & 4 (2024). Foundation Mathematics Units 1 and 2 are an alternative to General Mathematics Units 1 and 2 and Mathematical Methods (CAS) Units 1 and 2.

## Year 11, Unit 1 and 2

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics  
Financial and consumer mathematics
- Space and measurement
- Mathematical investigation

### Mathematical investigation

One to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study.

- Formulation  
Overview of the scenario, including historical or contemporary background, and the mathematisation of questions, conjectures, hypotheses, issues or problems of interest.
- Exploration  
Investigation and analysis of the scenario referring to the questions of interest, conjectures or hypotheses, using mathematical concepts, skills and processes, including the use of technology and application of computational thinking.
- Communication  
Summary, presentation and interpretation of the findings from the mathematical investigation.



“VCE Mathematics studies are designed to cater for students of differing abilities and interests.”

# General Math

## Mathematics

### General Mathematics Units 1 and 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of General Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units. Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should be able to use mental and by-hand approaches to estimation and computation.

#### Year 11, Unit 1

##### Areas of Study

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics
- Mathematical investigation

##### Mathematical investigation Units 1 & 2

One to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

- Formulation (overview of scenario)
- Exploration (Investigation and analysis)
- Communication (Summary, presentation and interpretation)

#### Year 11, Unit 2

##### Areas of Study

- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs
- Space and measurement
- Mathematical investigation

“General Mathematics Units 3 and 4 are intended to be widely accessible. They provide general preparation for employment or further study, in particular, where data analysis is important.”

# General Mathematics

## General Mathematics Units 3 and 4

General Mathematics Units 3 and 4 focus on the real-life application of mathematics and consist of the areas of study ‘Data analysis, probability and statistics’ and ‘Discrete mathematics’.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2. General Mathematics Units 3 and 4 may be taken alone or in conjunction with Mathematical Methods (CAS) Units 3 and 4.

### Year 12, Unit 3 and 4

Unit 3 comprises Data analysis, and Unit 4 comprises Recursion and financial modelling, Matrices and Networks and decision mathematics.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should be able to use mental and by-hand approaches to estimation and computation. They use the numerical, graphical, geometric, symbolic statistical and financial functionals of technology for learning mathematics, for working mathematically, and in related assessment, throughout each unit.

### Year 12, Unit 3

#### Areas of Study

Data analysis, probability and statistics

- Data analysis

### Year 12, Unit 4

#### Areas of Study

Discrete mathematics

- Recursion and financial modelling
- Matrices
- Networks and decision mathematics

#### Assessment

Unit 3 School-assessed Coursework 24%

Unit 4 School-assessed Coursework 16%

Units 3 and 4 End-of-year Examination 60%

**MATHS  
CAN LEAD  
TO:**

Retail  
Assistant  
Financial Planner  
Lawyer  
Teacher

Engineer  
Mathematician  
Insurance Agent  
Accountant  
Aerospace Engineer  
Pilot

“...applied to a variety of practical and theoretical contexts.”

“Specialist Mathematics is the most difficult, followed by Maths Methods(CAS) and then General Mathematics.”

# Methods Math Mathematical

## Mathematical Methods (CAS) Units 1 and 2

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

### Year 11, Units 1 and 2

#### Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Students should be familiar with quadratic and exponential functions, algebra and graphs, and basic concepts of probability.

#### Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

#### Mathematical investigation

- Formulation
- Exploration
- Communication

#### Unit 2

Familiarity with quadratic and exponential functions, algebra and graphs, and basic concepts of probability is assumed.

The appropriate use of CAS technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

#### Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

#### Mathematical investigation

- Formulation
- Exploration
- Communication

## Mathematical Methods (CAS) Units 3 and 4

“...algebra, calculus, probability and statistics.”

### Year 12, Units 3 and 4

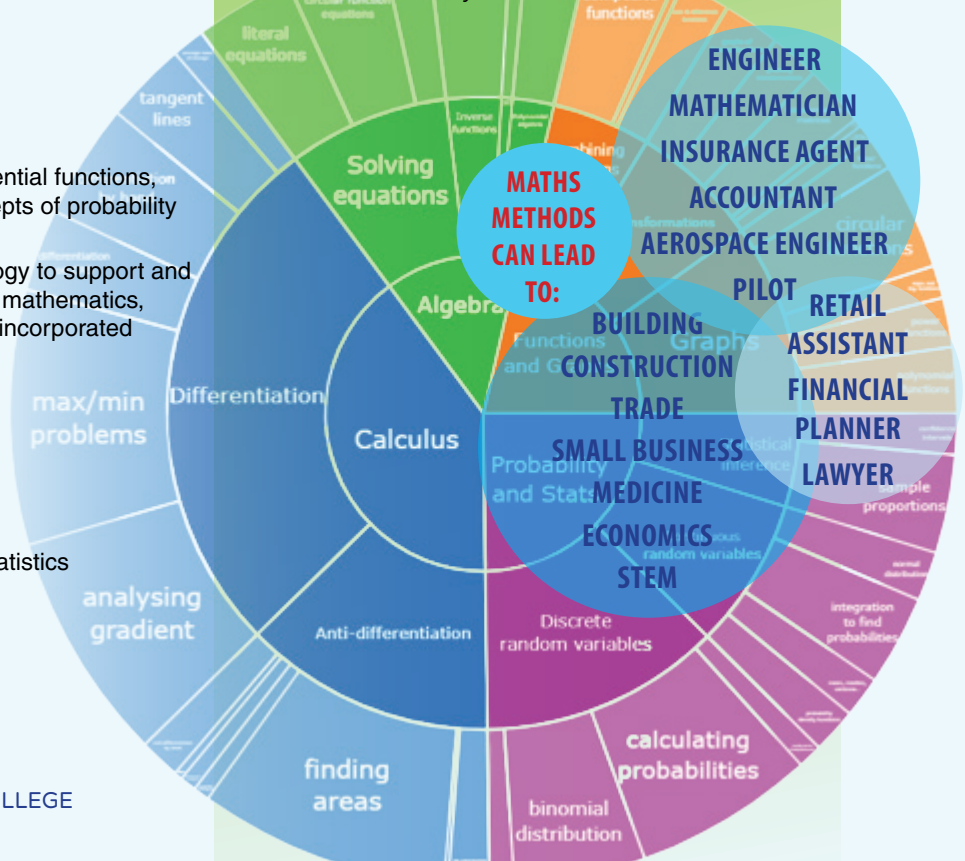
Assumed knowledge and skills for Mathematical Methods (CAS Units 3 and 4) are contained in Mathematical Methods (CAS Units 1 and 2), and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS Units 3 and 4).

#### Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

#### Assessment

Unit 3 School-assessed Coursework 20%  
 Unit 4 School-assessed Coursework 20%  
 Units 3 and 4 End of year Examination One 20%  
 Units 3 and 4 End of year Examination Two 40%





**“Specialist Mathematics Units 3 and 4 are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related disciplines.”**

# Specialist Mathematics

## Specialist Mathematics Units 1 and 2 (CAS)

**“For those students wishing to study Engineering, Surveying, Science or Computing at a tertiary level.”**

### Year 11, Units 1 and 2

Specialist Mathematics Units 1 and 2 is taken in conjunction with Mathematical Methods Unit 1 and 2.

This combination of subjects is seen as an ideal preparation for Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4.

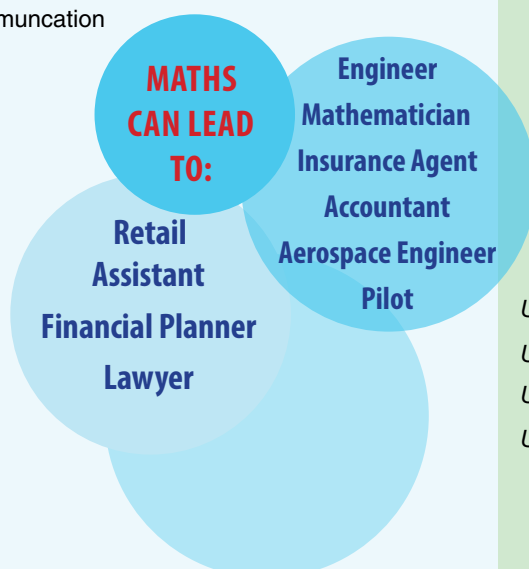
Specialist Mathematics is strongly recommended for those students wishing to study Engineering, Surveying, Science or computing at a tertiary level.

#### Areas of Study

- Algebra, number and structure
- Discrete mathematics
- Data analysis, probability and statistics
- Space and measurement
- Algebra, number and structure
- Functions, relations and graphs

#### Mathematical Investigation

- Formulation
- Exploration
- Communication



## Specialist Mathematics Units 3 and 4

### Year 12, Units 3 and 4

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology.

#### Areas of Study

- Discrete mathematics  
Logic and proof
- Functions, relations and graphs
- Algebra, number and structure  
Complex numbers
- Calculus
- Space and measurement
- Vectors
- Data analysis, probability and statistics

*Unit 3 School-assessed Coursework 20%*

*Unit 4 School-assessed Coursework 20%*

*Units 3 and 4 Examination One 20%*

*Units 3 and 4 Examination Two 40%*

**Biology**  
is an  
**excellent**  
combination  
subject with  
**Chemistry.**

# Biology Science

## Biology Units 1 and 2

**Do you have an interest in animals, plants and the environment?**

**Do you love experimental work?**

### Year 11, Unit 1

#### How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes.

Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells.

They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### Areas of Study

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

### Year 11, Unit 2

#### How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis.

Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies.

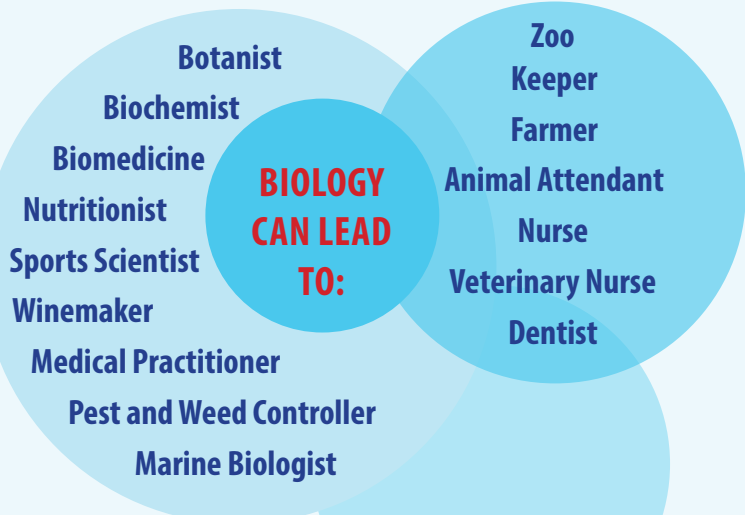
They study structural, physiological and behavioural adaptations that enhance an organism's survival.

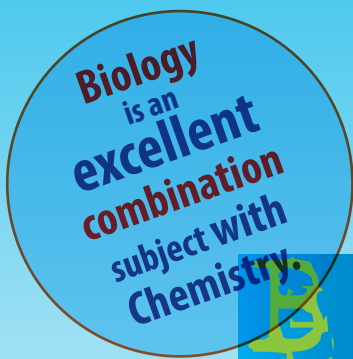
Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population.

They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

#### Areas of Study

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





# Biology Science



## Biology Units 3 and 4

**“...consider the molecules and biochemical processes that are indicators of life.”**

**“...examine evidence for evolution of life forms over time.”**

### Year 12, Unit 3

#### How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives.

They explore the relationship between nucleic acids and proteins as key molecules in cellular processes.

Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules.

They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

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

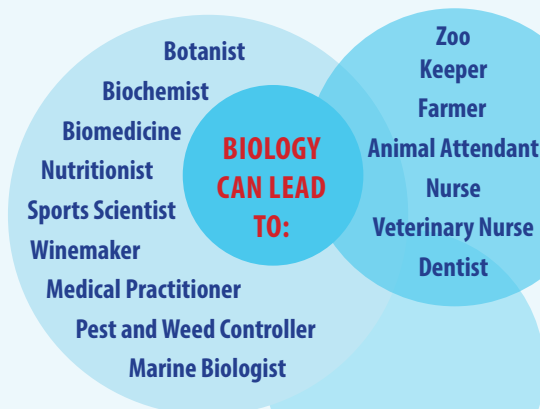
They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

#### Areas of Study

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

*Unit 3 School-assessed Coursework 20%*



### Year 12, Unit 4

#### How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to.

They study the human immune system and the interactions between its components to provide immunity to a specific pathogen.

Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies.

Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics.

Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

#### Areas of Study

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

*Unit 4 School-assessed Coursework 30%*

*Unit 3 and 4 End-Of-Year Examination 50%*

Chemistry  
is an excellent  
combination  
subject with Physics  
or  
Biology.

# Chemistry

## Science

## Chemistry Units 1 and 2

Do you have **good maths** skills?

Do you **love experimental** work?

Do you have an **interest in chemicals** and the environment?

### Year 11, Unit 1

#### How can the diversity of materials be explained?

Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.

They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

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

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

#### Areas of Study

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

Agriculture  
Medical  
Practitioner

Veterinarian  
Engineer  
Forensic Scientist  
Chemist  
Anaesthetist  
Laboratory Worker

Nursing  
Lab Technician  
Marine Science

**CHEMISTRY  
CAN LEAD  
TO:**

### Year 11, Unit 2

#### How do chemical reactions shape the natural world?

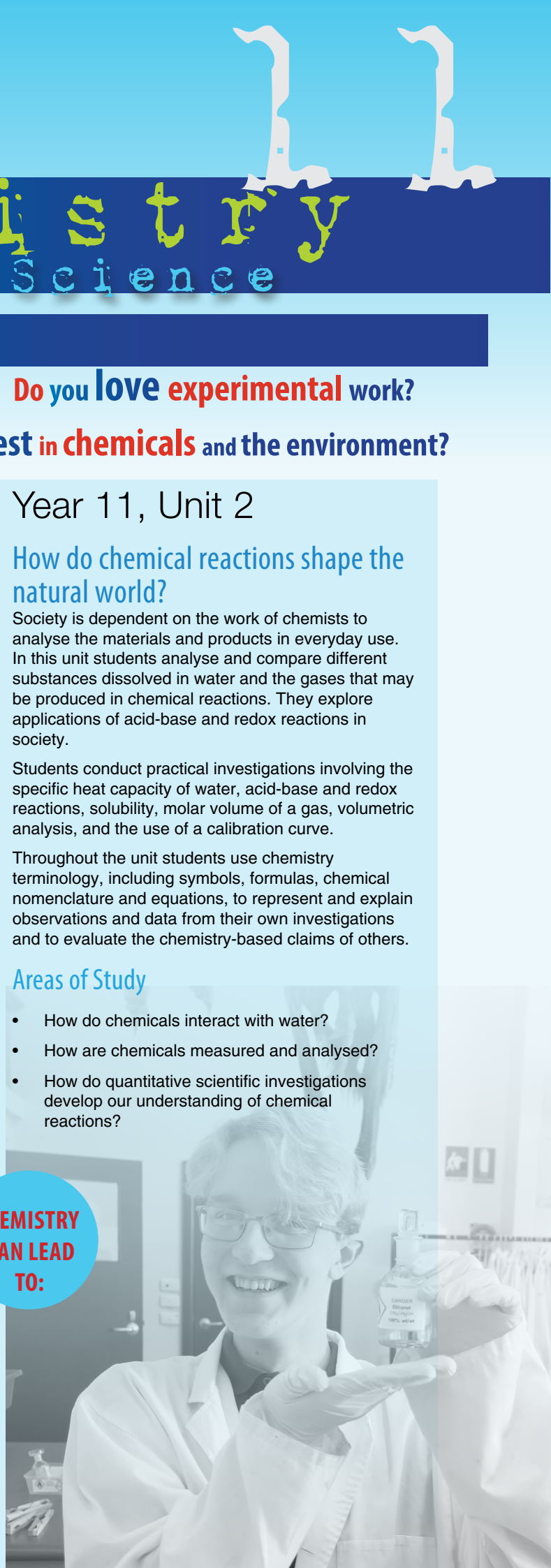
Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in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

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

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

#### Areas of Study

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



# 12

## Chemistry Science

### Chemistry Units 3 and 4

“Year 12 Chemistry **builds** on the **concepts** developed in Units 1 and 2 Chemistry.”

#### Year 12, Unit 3

##### How can design and innovation help to optimise chemical processes?

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials.

They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

##### Areas of Study

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

#### Year 12, Unit 4

##### How are carbon-based compounds designed for purpose?

Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds.

They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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

Students use chemistry terminology to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds.

##### Areas of Study

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

Unit 3 School-assessed Coursework 20%

Unit 4 School-assessed Coursework 30%

Unit 3 and 4 End-Of-Year Examination 50%



Physics  
is an excellent  
combination  
subject with  
Chemistry or  
Mathematics.

A Physics **score** can help you gain a better **ATAR** and entry into tertiary courses.

# Physics Science

## Physics Units 1 and 2

**“Do you have good year 10 maths skills?”** **“Do you have an interest in how things work?”**

**“Do you have an inquisitive mind?”**

**“Do you like hands on practical work?”**

### Year 11, Unit 1

#### How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy.

Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored.

Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

#### Areas of Study

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

### Year 11, Unit 2

#### How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Students choose one of eighteen options to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

#### Areas of Study

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- One option is to be selected from the following:
- How does physics explain climate change?
- How do fusion and fission compare as viable nuclear energy power sources?
- How do heavy things fly?
- How do forces act on structures and materials?
- How do forces act on the human body?
- How is radiation used to maintain human health?
- How does the human body use electricity?
- How can human vision be enhanced?
- How is physics used in photography?
- How do instruments make music?
- How can performance in ball sports be improved?
- How can AC electricity charge a DC device?
- How do astrophysicists investigate stars and black holes?
- How can we detect possible life beyond Earth's Solar System?
- How can physics explain traditional artefacts, knowledge and techniques?
- How do particle accelerators work?
- How does physics explain the origins of matter?
- How is contemporary physics research being conducted in our region?

**PHYSICS  
CAN LEAD  
TO:**

Engineer  
Sailor  
Air Force Technician  
Air Traffic Controller  
Medical Practitioner

Welder  
Pilot

Physicist  
Agriculture  
Medicine



Physics  
is an excellent  
combination  
subject with  
Chemistry or  
Mathematics

# Physics Science

## Physics Units 3 and 4

Year 12 Physics builds on the concepts developed in Units 1 and 2 Physics.

### Year 12, Unit 3

#### How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes.

Students consider the field model as a constant that has enabled an understanding of why objects move when they are not apparently in contact with other objects.

Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators.

They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

#### Areas of Study

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

**PHYSICS  
CAN LEAD  
TO:**

Agriculture  
Medicine

Welder  
Pilot

Engineer  
Sailor  
Air Force Technician  
Air Traffic Controller  
Medical Practitioner  
Physicist

### Year 12, Unit 4

#### How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe.

They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model.

Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Students design and undertake practical investigations involving the generation of primary data and including one continuous, independent variable related to fields, motion or light.

#### Areas of Study

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

*Unit 3 School-assessed Coursework 30%  
(including a detailed study)*

*Unit 4 School-assessed Coursework 20%  
(excluding detailed study)*

*Units 3 and 4 End-of-year Examination 50%*

Psychology is an excellent combination subject with Biology.

# Psychology Science

## Psychology Units 1 and 2

“Why do we **behave** the way we do?”

“Why do we **think** the way we do?”

“Am I **normal?!?”**

### Year 11, Unit 1

#### How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in overall functioning.

Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning.

They consider psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary studies have made to understanding the human brain and its functions, and use different psychological theories to predict and explain thoughts, feelings and behaviours.

#### Areas of Study

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

### Year 11, Unit 2

#### How do external factors influence behaviour and mental processes?

In this unit students investigate how perceptions enable a person to interact with the world around them and how their perceptions can be distorted.

They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others.

Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

#### Areas of Study

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

**PSYCHOLOGY CAN LEAD TO:**

**Counsellor  
Social Worker  
Sociologist  
Youth Worker**

**Market Researcher  
Marketing Officer  
Rehabilitation Counsellor  
Psychologist**

**Career Development Practitioner  
Rehabilitation Market Researcher  
Criminologist  
Marketing Officer**





# Psychology Science

## Psychology Units 3 and 4

“Nature or nurture?”

“Phobias and fears.”

“Why can't I sleep?”

### Year 12, Unit 3

#### How does experience affect behaviour and mental processes?

In this unit students examine how the human nervous system enables a person to interact with the world around them.

They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

#### Areas of Study

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

Unit 3 School-assessed Coursework 20%

Unit 4 School-assessed Coursework 30%

Unit 3 and 4 End-of-Year Examination 50%

### Year 12, Unit 4

#### How is wellbeing developed and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing.

They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span.

They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing.

They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

They look at how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

#### Areas of Study

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

**PSYCHOLOGY  
CAN LEAD  
TO:**

**Counsellor  
Social Worker  
Sociologist  
Youth Worker**

**Career Development  
Practitioner  
Rehabilitation**

**Market  
Researcher  
Criminologist  
Marketing  
Officer**

**Market  
Researcher  
Marketing Officer  
Rehabilitation  
Counsellor  
Psychologist**

# Health

## Health & PE

### Health and Human Development Units 1 and 2

“What **impacts** the **health** and **development** of Australia’s youth?”

#### Year 11, Unit 1

##### Understanding health and wellbeing

Students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people.

Students investigate the World Health Organization’s (WHO) definition and other interpretations and explore the fundamental conditions required for health as stated by the WHO.

Students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status.

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

##### Areas of Study

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

“What are the **stages** of **childhood** and **adulthood**?”

#### Year 11, Unit 2

##### Managing health and development

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood.

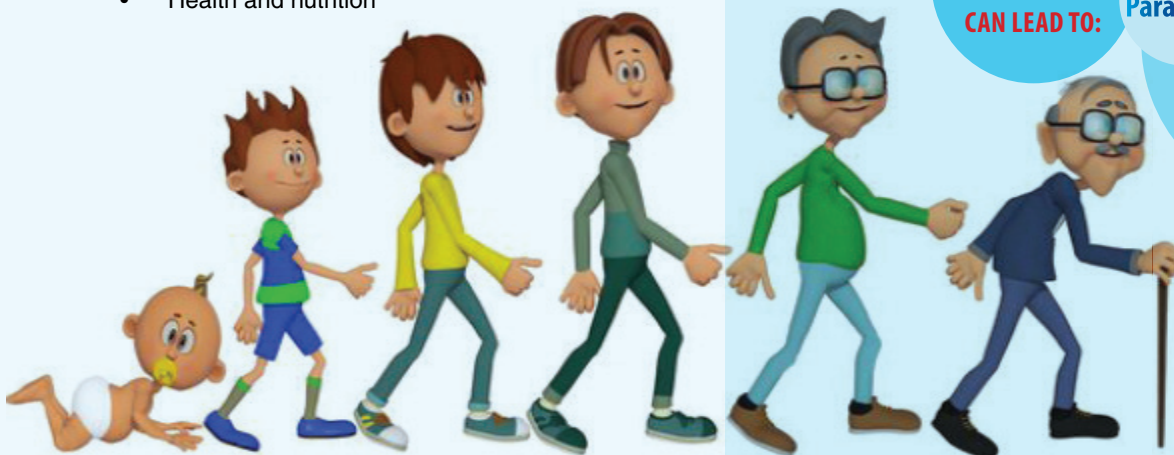
Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

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

They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

##### Areas of Study

- Developmental transitions
- Youth health literacy



**HEALTH & HUMAN DEVELOPMENT CAN LEAD TO:**

- Nurse
- Paramedic
- Counsellor
- Fitness Instructor
- Midwife
- Podiatrist
- Dentist
- Surgeon

# Health

## Health & PE

### Health and Human Development Units 3 and 4

“How important is **health** and **wellbeing**?”

“What **factors** contribute to **health inequalities**?”

#### Year 12, Unit 3

##### Australia’s health in a globalised world

Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts.

They explore health and wellbeing as a global concept and take a broader approach to inquiry.

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

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models.

While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

##### Areas of Study

- Understanding health and wellbeing
- Promoting health in Australia

Unit 3 School-assessed Coursework 25%

#### Year 12, Unit 4

##### Health and human development in a global context

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO).

They also investigate the role of non-government organisations and Australia’s overseas aid program.

Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

##### Areas of Study

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

Unit 4 School-assessed Coursework 25%  
End-of-year examination 50%



**HEALTH  
& HUMAN  
DEVELOPMENT  
CAN LEAD TO:**

Health  
Promotion  
Officer  
Paramedic

Midwife  
Dentist

Fitness Instructor  
Podiatrist  
Counsellor  
Surgeon

# Physical Ed

## Health & PE

## Physical Education Unit 1 and 2

“What is the **relationship** between the **body systems** and **physical activity, sport and exercise?**”

### Year 11, Unit 1

#### The human body in motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. They investigate the role and function of the main structures in each system and how they respond to movement.

Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities.

Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions.

They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

#### Areas of Study

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

“How much **exercise** do I need to stay **healthy?**”

### Year 11, Unit 2

#### Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective.

Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community.

They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity.

Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

#### Areas of Study

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



# Physical Ed

## Health & PE

### Physical Education Units 3 and 4

“What **techniques** are used to **enhance** performance in sport?”

“What **factors** cause **fatigue**?”

#### Year 12, Unit 3

##### Movement skills and energy for physical activity

This unit introduces students to the bio-mechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

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

They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise, and the characteristics of each system.

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

##### Areas of Study

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

Unit 3 School-assessed Coursework 25%

#### Year 12, Unit 4

##### Training to improve performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective.

Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training.

Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program.

The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

##### Areas of Study

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

Unit 4 School-assessed Coursework 25%

Units 3 and 4 End-of-year Examination 50%

**PHYSICAL  
EDUCATION  
CAN LEAD  
TO:**

Coach  
Sport  
Commentator

Teacher  
Sports Scientist  
Police Officer  
Physiotherapist  
Dietitian  
Dancer  
Army Officer

# Outdoor Env

## Health & PE

### Outdoor and Environmental Studies Units 1 and 2

OES students MUST be willing to participate in several camps.

For example: **Surfing and hiking, Climbing and hiking, Ski camps, Canoe tours**

#### Year 11, Unit 1

##### Connections with outdoor environments

This study allows students to participate in a wide variety of outdoor adventure activities and as a consequence:

- Develop experience-based relationships, and knowledge of, outdoor environments
- Develop an understanding of factors which have had an impact on and influence natural environments over time
- Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- Identify and analyse the strategies used to protect and manage outdoor environments in a sustainable manner
- Understand what the trends of sustainable environmental relationships mean
- Analyse interactions with outdoor environments that influence Australian cultural practices.

##### Areas of Study

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

#### Year 11, Unit 2

##### Discovering outdoor environments

Students

- study nature's impact on humans, as well as implications of human impact on outdoor environments.
- develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.
- examine a number of case studies of outdoor environments.
- develop the practical skills required to minimise human impact on outdoor environments.

All course work study is further developed in practical experiences.

##### Areas of Study

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

**OUTDOOR  
EDUCATION  
CAN LEAD  
TO:**

Ski  
Instructor  
Diver  
Tour Guide

Surveyor  
Recreation Officer  
Teacher  
Marine Biologist  
Forester  
Environmental  
Scientist

“...learn about sustainable use and management of natural environments.”

# Outdoor Env

## Health & PE

### Outdoor and Environmental Studies Units 3 and 4

OES students MUST be willing to participate in several camps.

For example: **Surfing and hiking, Climbing and hiking, Ski camps, Canoe tours**

## Year 12, Unit 3

### Relationships with outdoor environments

The focus of this unit is the relationships between humans and natural environments in Australia.

The impact of these relationships on natural environments is explored by looking at the changing nature of how people interact and understand the natural environment in Australia since human habitation.

The unit also considers the impact of natural environments on humans as seen through our current use, through the media and behaviour in the outdoors.

The changing nature of relationships between humans and their environment and the factors involved in shaping these relationships are also examined.

### Areas of Study

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

Unit 3 School-assessed Coursework 25%

## Year 12, Unit 4

### Sustainable outdoor relationships

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

The emphasis in this unit is on the need to develop a balance between human needs and the conservation of natural environments.

Students consider the skills needed to be environmentally responsible citizens in the context of their lives.

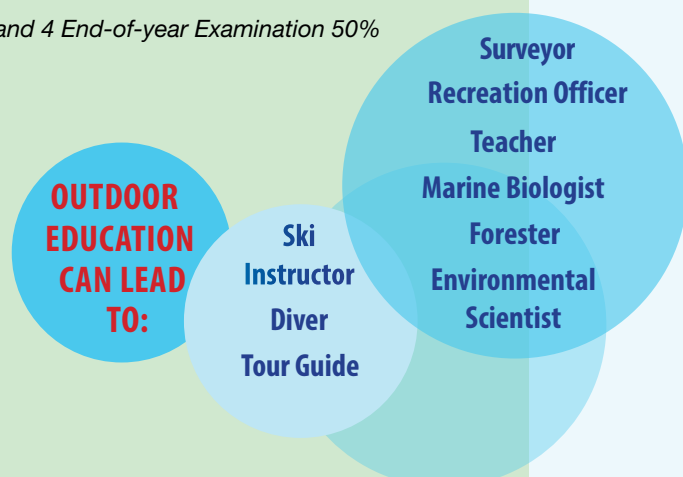
They investigate current policies and management strategies for achieving and maintaining healthy environments, and the actions that can be undertaken to achieve and maintain healthy and sustainable environments in contemporary Australian society.

### Areas of Study

- The importance of healthy outdoor environments
- The future of outdoor environments
- Investigating outdoor environments

Unit 4 School-assessed Coursework 25 %

Unit 3 and 4 End-of-year Examination 50%



# Geography

## Humanities

### Geography Units 1 and 2

“How do we **respond** to **disasters**?”

“**What is** a hazard?”

#### Year 11, Unit 1

##### Hazards and disasters

Students investigate how people have responded to specific types of hazards and disasters.

Students examine the processes involved with hazards and hazard events, their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including climate change:

- geological (or geophysical) hazards (volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches)
- hydro-meteorological (weather, climate, water), droughts, floods, storms, storm surges and bushfires
- biological hazards include infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- technological hazards, human induced hazards, oil spills, air pollution, radiation leaks, flooding caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

##### Areas of Study

- Characteristics of hazards
- Response to hazards and disasters

“...**explore** the characteristics of **tourism**.”

“**Where do people** travel?”

#### Year 11, Unit 2

##### Tourism: issues and challenges

Students investigate the characteristics of tourism, where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism.

They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition.)

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism.

The growth of tourism requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable.

##### Areas of Study

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

**GEOGRAPHY  
CAN LEAD  
TO:**

Architect  
Urban Planner  
Environmental Scientist  
Ecologist  
Cartographer

Tour Guide  
Travel Consultant  
Navy Officer  
Park Ranger  
Surveyor



# Geography

## Humanities

### Geography Units 3 and 4

**“What is land cover?”**

**“Why are glaciers melting?”**

### Year 12, 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 is altered by many processes such as geomorphological events, plant succession and climate change.

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

- deforestation
- melting glaciers and ice sheets

Students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

#### Areas of Study

- Land cover change
- Land use change

*Unit 3 School-assessed Coursework 25%*

**GEOGRAPHY  
CAN LEAD  
TO:**

Architect  
Urban Planner  
Environmental Scientist  
Ecologist  
Cartographer

**“...examine population trends, issues and challenges.”**

**“...What influences population change?”**

### Year 12, 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.

In this unit, 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.

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

#### Areas of Study

- Population dynamics
- Population issues and challenges

*Unit 4 School-assessed Coursework 25%*

*Units 3 and 4 End-of-year Examination 50%*

**Tour Guide  
Travel Consultant**

**Navy Officer  
Park Ranger  
Surveyor**

# Business Management Humanities

## Business Management Units 1 and 2

"...look at small, medium and large scale organisations over the 2 year study."

"...explore the running of a small business."

"Money and marketing."

### Year 11, Unit 1

#### Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation.

The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business.

They also consider the importance of the business sector to the national economy and social wellbeing.

#### Areas of Study

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

### Year 11, Unit 2

#### Establishing a business

This unit focuses on the establishment phase of a business's life.

Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record-keeping, staff the business and establish a customer base.

In this unit students examine the legal requirements that must be satisfied to establish a business.

They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

#### Areas of Study

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

# BUSINESS MODEL

# Business Management Humanities

## Business Management Units 3 and 4

**“Leadership  
and change.”**

**“...how do we achieve  
business objectives?”**

**“...how to adapt and change to improve  
a business.”**

### Year 12, Unit 3

#### Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives.

Students examine different types of businesses and their respective objectives and stakeholders.

They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses.

Students compare theoretical perspectives with current practice using contemporary Australian and global business case studies from the past four years.

#### Areas of Study

- Business foundations
- Human resource management
- Operations management

**BUSINESS  
MANAGEMENT  
STUDIES  
CAN LEAD  
TO:**

**SECRETARY  
SALES MANAGER  
PUBLIC RELATIONS  
PUBLISHER  
BANK OFFICER  
PROJECT MANAGER  
MARKETING  
OFFICER**

**REAL  
ESTATE AGENT  
ACCOUNTANT  
PUBLISHER  
BANK OFFICER  
SMALL BUSINESS OWNER  
HUMAN RESOURCE  
MANAGER**

### Year 12, Unit 4

#### Transforming a business

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

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

They investigate the importance of leadership in change management.

Using a contemporary business case study from the past four years, students evaluate business practice against theory.

#### Areas of Study

- Reviewing performance – the need for change
- Implementing change

#### Assessment

*Unit 3 School-assessed Coursework 25%*

*Unit 4 School-assessed Coursework 25%*

*Units 3 and 4 End-of-year Examination 50%*



# History

## Humanities

### Modern History Units 1 and 2

**"Explore** the dramatic changes that took place between World War 1 and 2."

**"What impact** has the past had on our world today?"

#### Year 11, Unit 1

##### Change and conflict

The period after World War 1 (1920s and 1930s) was a time of massive change and chaos:

- Learn about how life changed between the wars in Germany, Russia and the United States and Australia.
- Learn how the fascist Nazi Party led by Adolf Hitler used military, education and propaganda to maintain control over the people, how they persecuted the Jewish people and excluded other groups and silenced opposition.
- Explore the Russian Revolution and the Soviet Union that emerged as a comparison with Nazi Germany of authoritarian governments.
- Students will examine the boom and bust of capitalism in the United States and Australia.
- Investigate the growth of the consumer and material world in the United States, bringing about the roaring 1920s and ultimately the fall in the Great Depression starting in 1929.

Students will be introduced to key writers, artists, musicians and filmmakers who portrayed and commented on these drastic society changes during the 1920s and 1930s.

##### Areas of Study

- Ideology and conflict
- Social and cultural change

#### Year 11, Unit 2

##### The changing world order

Students explore the nature and impact of the Cold War and the birth of protest and counter-culture that society faced in the second half of the 20th Century.

The period after World War 2 was dominated by the competing superpowers of the United States and the Soviet Union. They competed politically, culturally and economically as the ideologies of democracy, capitalism and communism dominated the Cold War.

This period also saw the establishment of new countries, old tensions re-emerged and conflicts and terrorism became global.

The second half of the 20th Century also saw the rise of social movements – such as the Civil Rights Movement in the United States, new musical genres and protest movements – which challenged the existing values and traditions.

Students will use the ever growing music and film works produced during this period to comment on the changes society faced and how this was reflected in the artistic work produced.

##### Areas of Study

- Causes, course and consequences of the Cold War
- Challenge and change

**HISTORY  
STUDIES  
CAN LEAD  
TO:**

Lawyer  
Archaeologist

Writer Librarian  
Publisher  
Political Scientist  
Criminologist  
Historian

# History

## Humanities

### History: Revolutions Units 3 and 4

“Investigate the **causes and consequences** of political revolutions.”

“Evaluate the **effects of revolution** on society using **primary and secondary sources.**”

### Year 12, Unit 3

#### The French Revolution (1774 – 4 August 1789)

Students study the French Revolution of 1789. They will understand how the failings of French society and the disappointing Louis XVI and his Queen Marie Antoinette brought about the fall of the French monarchy.

They explore the creation of the First French Republic and how the Republicans turned on their own with the use of terror and the guillotine.

They build their own argument about why the revolution occurred using primary and secondary sources and evaluate the extent of change in society brought about by Revolution.

#### Areas of Study

- Causes of revolution
- Consequences of revolution

Unit 3 School-assessed Coursework 25%

### Year 12, Unit 4

#### The Russian Revolution (1896 – 26 October 1917)

Students study the Russian Revolution of 1917. They investigate the dominant figure of Tsar Nicholas II and how his actions allowed the rise of the Communist Bolshevik regime led by Lenin.

They will encounter Civil War and Terror used to control the masses by the growing dictatorship of Lenin and then Josef Stalin.

They build their own argument about why the revolution occurred using primary and secondary sources and evaluate the extent of change in society brought about by Revolution.

#### Areas of Study

- Causes of revolution
- Consequences of revolution

Unit 4 School-assessed Coursework 25%

Units 3 and 4 End-of-year Examination 50%



**HISTORY STUDIES CAN LEAD TO:**

Lawyer  
Archaeologist

Writer  
Librarian  
Publisher  
Political Scientist  
Criminologist  
Historian

# Legal Studies

## Humanities

### Legal Studies Units 1 and 2

"...investigate the key features of **criminal** law how it is **enforced**, adjudicated as well as possible **outcomes** and **impacts** of **crime**."

"How does the **law** serve **individuals** and the **community**?"

#### Year 11, Unit 1

##### The presumption of innocence

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

Students investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused.

Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions by looking at criminal cases from the past four years.

##### Areas of Study

- Legal foundations
- Proving guilt
- Sanctions

#### Year 11, Unit 2

##### 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. They apply knowledge through an investigation of civil cases from the past four years.

Students develop their understanding of the way rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

##### Areas of Study

- Civil liability
- Remedies
- Human rights



**LEGAL  
STUDIES  
CAN LEAD  
TO:**

Paralegal  
Welfare Rights  
Customs Officer  
Prison Guard  
Public Prosecutor  
Emergency Services

Police  
Officer  
Lawyer  
Public Servant  
Tipstaff  
Judge  
Solicitor

# Legal Studies

## Humanities

### Legal Studies Units 3 and 4

"How are laws **made**?"

"How are laws **changed**?"

### Year 12, Unit 3

#### Rights and justice

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

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### Areas of Study

- The Victorian criminal justice system
- The Victorian civil justice system

**Unit 3 School-assessed Coursework 25%**

"How are disputes **resolved**?"

### Year 12, Unit 4

#### The people, the law and reform

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.

#### Areas of Study

- The people and the law-makers
- The people and reform

**Unit 4 School-assessed Coursework 25%**

**Units 3 and 4 End-of-year Examination 50%**

**LEGAL  
STUDIES  
CAN LEAD  
TO:**

**Welfare Rights  
Customs Officer  
Prison Guard  
Public Prosecutor  
Emergency Services**



**Judge  
Police Officer**

**Lawyer  
Public Servant  
Tipstaff  
Solicitor  
Paralegal**

# Politics

## Humanities

### Politics Units 1 and 2

“Why have we seen a **revolving** door of **Australian** Prime Ministers?”

“How did Donald **Trump** gain the US **Presidency**?”

#### Year 11, Unit 1

##### Politics, power and political actors

Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use.

Students examine how power may be used by political actors in various states to achieve their interests, and focus on a close study of a contested political issue in Australia.

Students investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

##### Areas of Study

- Power and national political actors
- Power and global political actors

“What are **terrorists** actually seeking to **change** by terrorist attacks?”

“How can **you** influence what happens in **Victoria**, Canberra or the wider **world**?”

#### Year 11, Unit 2

##### Democracy: stability and change

Students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally.

They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice.

Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

##### Areas of Study

- Issues for Australia’s democracy
- Global challenges to democracy

**POLITICAL  
STUDIES  
CAN LEAD  
TO:**

**Journalist  
Politician  
Lawyer  
Diplomat  
Tourism Industry  
Teacher**



# Politics

## Humanities

### Politics Units 3 and 4 (2025)

“Explore the **goals** and **ambitions** of **countries** and their **people.**”

“What are the **challenges** facing the **global community?**”

“How do countries form **friendships** and **alliances** with other **countries?**”

### Year 12, Unit 3

#### Global cooperation and conflict

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.

They 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 is chosen from the areas of human rights, armed conflict and the mass movement of people.

Students consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

#### Areas of Study

- Global issues, global responses
- Contemporary crises: conflict, stability and change

Unit 3 School-assessed Coursework 25%

### Year 12, Unit 4

#### Power in the Indo-Pacific

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. They 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 examine Australia's strategic interests and actions in the region and consider how Australia's responses 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.

#### Areas of Study

- Power and the national interest
- Australia in the Indo-Pacific

Unit 4 School-assessed Coursework 25%

Units 3 and 4 End-of-year Examination 50%

**POLITICAL  
STUDIES  
CAN LEAD  
TO:**

Teacher

Journalist  
Politician  
Lawyer  
Diplomat  
Tourism Industry

“Students **create**, **present** and **analyse** a performance...”

“Examine **storytelling** through the **creation** of solo and/or ensemble devised **performances!**”



# Drama

## The Arts

### Drama Units 1 and 2

Many different types of students study Drama. Some people study Drama at VCE because they have their hearts set on becoming actors. At the other end of the scale are those who choose Drama because they think it's a soft option. (It's not!) Some take it on because they need a balance in their studies, or a creative outlet, or because it's fun. Others study Drama because of the personal benefit, and these benefits can apply to anyone.

### Year 11, Unit 1

#### Introducing performance styles and contemporary drama practices

Both units at Year 11 focus on creating, presenting and analysing your own performances, as well as going to see professional performances.

Unit 1 is about creating Drama based on stories and characters from real life or your imagination.

You also develop your knowledge of theatre styles and history.

#### Areas of Study

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

### Year 11, Unit 2

#### Contemporary drama practices and Australian identity

Unit 2 is similar to Unit 1, except that your work will be based on Australian people, events, issues, places, or art-works.

Students in groups, and alone, to create performances based on a person, an event, an issue, a place, an artwork, a text and/or an icon from contemporary or historical Australian life.

Students use a range of stimulus material in creating performances and examining various performance styles from Australia and by Australians.

Students' knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit.

Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors.

#### Areas of Study

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

**DRAMA CAN LEAD TO:**

Film and TV  
Media Presenter  
Actor

Undertaking  
Units 1 & 2 at Year  
11 is recommended  
before taking on Year  
12 Drama.

Directing  
Writing  
Design  
Publishing  
Theatre Management  
Radio Announcing  
Stage Lighting  
Sound Design  
Event Management  
Teaching  
Theatre Critic

Fashion or  
Costume Design  
Child-care  
Make up Artist  
Film & Television  
Modeling  
Public Relations  
Politics  
Police Force  
Business Manager

**“All the world’s a stage and most of us are desperately unrehearsed.”** Sean O’Casey



# Drama

## The Arts

### Drama Units 3 and 4

Drama helps develop confidence, creativity, the ability to work in a team, leadership, independence, problem solving, emotional intelligence, initiative, research skills, the use of technology and the ability to take an idea and develop it into a work of art.

VCE Drama is all about creating original Drama work. It’s challenging, it’s fun and it might be just what you need for a well-rounded course!

### Year 12, Unit 3

#### Devised ensemble performance

This unit focuses creating performances within small performance groups.

Students explore non-naturalistic performance styles and techniques from a diverse range of contemporary performance traditions and work collaboratively to devise, develop and present an ensemble performance.

Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance.

Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

#### Areas of Study

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

### Year 12, Unit 4

#### Devised solo performance

This unit focuses creating solo performances, using a variety of stimulus materials.

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions.

They develop their skill in working with stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance.

These skills are further developed as students create a devised solo performance in response to a prescribed structure.

Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Students will go to see performances that incorporate non-naturalistic performance styles to support their work in this unit

#### Areas of Study

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

Unit 3 School-assessed Coursework 30%

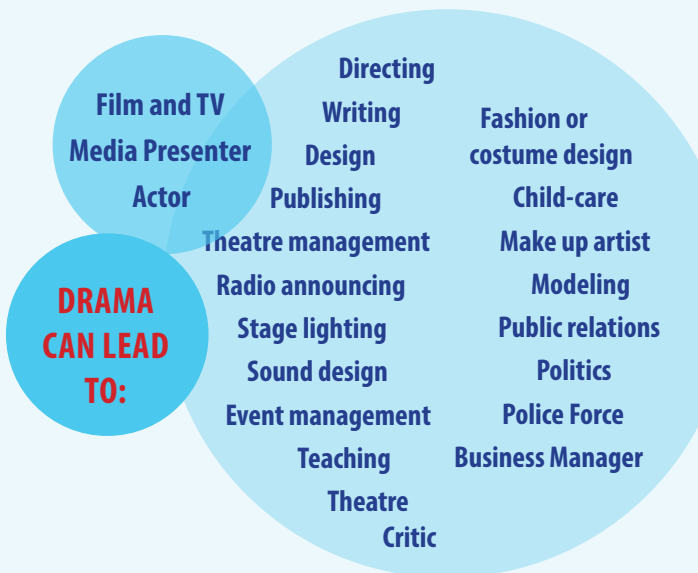
Unit 4 School-assessed Coursework 10%

Unit 3 and 4 End-of-year Examination 25%

Unit 3 and 4 End-of-year Performance 35%

Undertaking Units 1 & 2 at Year 11 is recommended before taking on Year 12 Drama.

Assessment for Units 3 and 4 is based on a Solo Performance no more than seven minutes, presented as a single uninterrupted performance and a Written Exam.



“... **examine** how artists communicate ideas and meaning in artworks.”

# Art Creative

## The Arts

### Art Creative Practice (Photography) Units 1 and 2

“...**analyse** and **create artworks**, that **communicate messages** and **meaning**.”

“...**the creative practice**.”

#### Year 11, Unit 1

##### Interpreting artworks and exploring the Creative Practice

As both the artist and audience, students think about their connection to art, and how the art can challenge, shape and influence those who look at it. They focus on the making of art and look at how artists communicate ideas and meaning in artworks.

Students explore areas of interest to develop a folio of work that can be used for entry into higher education courses. They will learn about and follow the Creative Practice process and begin to explore photographic techniques to create art with Photography.

Students focus on learning about how art elements, art principles as well as materials and techniques, all combine to create meaningful works of art. They learn how to analyse and create artworks that communicate their own messages and meaning.

Students examine artists in different societies, cultures and historical periods. They learn about artists who have been inspired by ideas relating to personal identity. They choose three artists they would like to learn more about and explore in detail one artwork from each of these artists.

##### Areas of Study

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

#### Year 11, Unit 2

##### Interpreting artworks and developing the Creative Practice

Students examine artworks from different periods of time and cultures and explore the different ways artists explore social and personal ideas in their art.

Students explore the way artists collaborate and continue to use the *Creative Practice* to make and then present artworks.

They develop artworks based on their own investigations, by exploring the way other artists have been influenced by history, society and culture. They also explore the different ways art can impact society and culture.

Students research historical and contemporary artworks and explore different ways to make and present artworks.

At the end of this unit, students will produce at least one finished artwork.

##### Areas of Study

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

**Unit 1**

**Area of Study 1  
Inquiry learning**

- Artist, audience, artworks
- Structural Lens
- Personal Lens
- Contexts

**Area of Study 2  
Experiential learning**

- Art forms
- Personal responses
- The Creative Practice

**Area of Study 3  
Experiential learning**

- Research
- Evaluation
- Reflection

**Unit 2**

**Area of Study 1  
Inquiry learning**

- Artist, society, culture
- Cultural Lens
- Australian Artists
- Contemporary and historical artworks

**Area of Study 2  
Inquiry learning**

- The Creative Practice
- Collaborative approaches

**Area of Study 3  
Inquiry learning**

- Reflection
- Evaluation
- Discussion

**Unit 3**

**Area of Study 1  
Project-based learning**

- Artists and artworks
- Ideas and issues
- Investigation
- Research
- Exploration
- Presentation

**Area of Study 2  
Project-based learning**

- The Creative Practice
- Investigation
- Exploration
- Experimentation
- Development

**Unit 4**

**Area of Study 1  
Project-based learning**

- The Creative Practice
- Documentation
- Reflection
- Evaluation
- Critique

**Area of Study 2  
Project-based learning**

- Body of Work
- Resolution
- Refinement
- Presentation

**Area of Study 3  
Inquiry learning**

- Artists and artworks
- Interpretive Lenses
- Contexts
- Discussion



This subject includes a **folio** of work. **Additional time outside class** is required to finalise their **Body of Work**.

"...critical thinking, research, creative thinking, collaboration."

# Art Creative

## The Arts

### Art Creative Practice (Photography) Units 3 and 4

"...experiment with techniques, processes."

"Interpretive, Lenses."

"...research historical and contemporary artists."

#### Year 12, Unit 3

##### Investigation, ideas, artworks and the Creative Practice

Students use Inquiry and Project-based learning to develop a *Body of Work* (folio). They explore their own ideas and experiment with materials, techniques and processes following the *Creative Practice*. They research historical and contemporary artists to help them in their own art making. Students will view and evaluate other artists work and think about their own work using different *Interpretive Lenses*.

In Unit 3 students research a selected artist as the starting point to develop a finished artwork. They evaluate, reflect and talk about their work in a *critique* (presentation to their peers), which includes the presentation of at least one finished artwork, along with their *Body of Work*. The finished artwork will contribute to the folio developed over Units 3 and 4.

Students also investigate the issues that may arise from the practice of other artists, such as the use of animals in art or the validity of street art.

##### Areas of Study

- Investigation and presentation
- Personal investigation using the Creative Practice

##### Body of Work (Folio)

In VCE Art Creative Practice, the *Body of Work* is a folio which follows the *Creative Practice*: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. It includes a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques.

##### Interpretive Lenses

- Structural** Looking at the way the art elements and art principles, and the application of materials, techniques and processes effect an artwork. It also includes the stylistic qualities and symbolism evident in the artwork.
- Personal** Looking at how the personal feelings, beliefs and life experiences of the artist, viewer or audience impact an artwork.
- Cultural** Looking at how social, historical and cultural influences are represented in artworks.

#### Year 12, Unit 4

##### Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through the Project-based and Inquiry learning they began in Unit 3. 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* to their own work.

Students build upon their ideas from Unit 3 and present another *critique* of their use of the *Creative Practice* to their peers. They reflect on the feedback from their critique to further refine and resolve their *Body of Work*. At the end of this unit, students will present their *Body of Work* which must include at least one finished artwork.

##### Areas of Study

- Documentation and critique of the *Creative Practice*
- Resolution and presentation of a *Body of Work*
- Comparison of artists, their practice and their artworks

##### Assessment Units 3 & 4

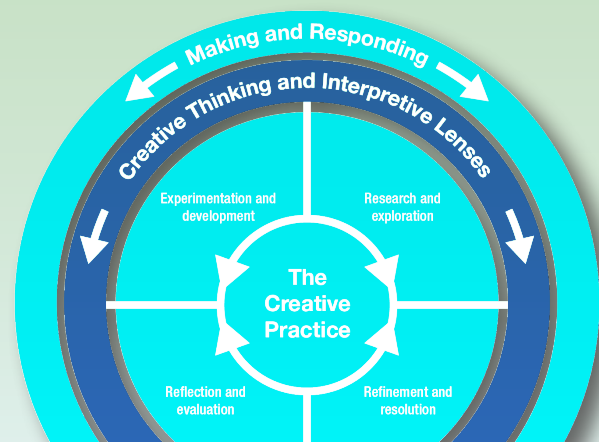
School-assessed Task 60%

- Unit 3 Areas of study 1 & 2
- Unit 4 Areas of study 1, 2 & 3

School-assessed Coursework 10%

- Unit 4 Area of study 3

Units 3 and 4 End-of-year Examination 30%



This subject includes a **folio** of work. **Additional time outside class is required to finalise folios.**

**"...explore materials, techniques and processes in artworks."**

**"...investigating, how..."**

# Art Making

## The Arts

### Art Making and Exhibiting (Studio Arts) Units 1 and 2

**"...analyse and create artworks, that communicate messages and meaning."**

**"...understanding the aesthetic qualities of artworks."**

#### Year 11, Unit 1

##### Explore, expand and investigate

*In this unit students explore a range of materials, techniques and processes in a range of art forms, and expand their knowledge and understanding of the characteristics, properties, and application of materials used in art making.*

Students explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. They explore the historical development of specific art forms, investigating how the characteristics, properties and use of materials and techniques have changed over time.

Throughout their investigation students become aware of, and understand, the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. This exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms.

Students' exploration and experimentation is documented in both visual and written form in a *Visual Arts Journal*.

##### Areas of Study

###### Explore – materials, techniques and art forms

*(How do artists use materials and techniques in their art making?) Visual Arts Journal*

###### Expand – make, present and reflect

*(How do artists use materials and techniques to represent ideas and achieve a style in their artworks?) Finished artworks.*

###### Investigate – research and present

*(What role do artworks and their presentation play in society?) Information for an exhibition.*

#### Year 11, Unit 2

##### Understand, develop and resolve

Students continue to research artworks, investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas using materials, techniques and processes, art elements and art principles. They plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork is documented in their *Visual Arts Journal*.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style. Working in their *Visual Arts Journal* they begin to discover and understand how each of the art elements and principles can be combined to convey different emotions and expression in their own and others' artworks. They explore how art elements and principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. Students engage with exhibitions, whether in galleries, museums, other exhibition spaces or site-specific spaces.

##### Areas of Study

###### Understand – ideas, artworks and exhibition

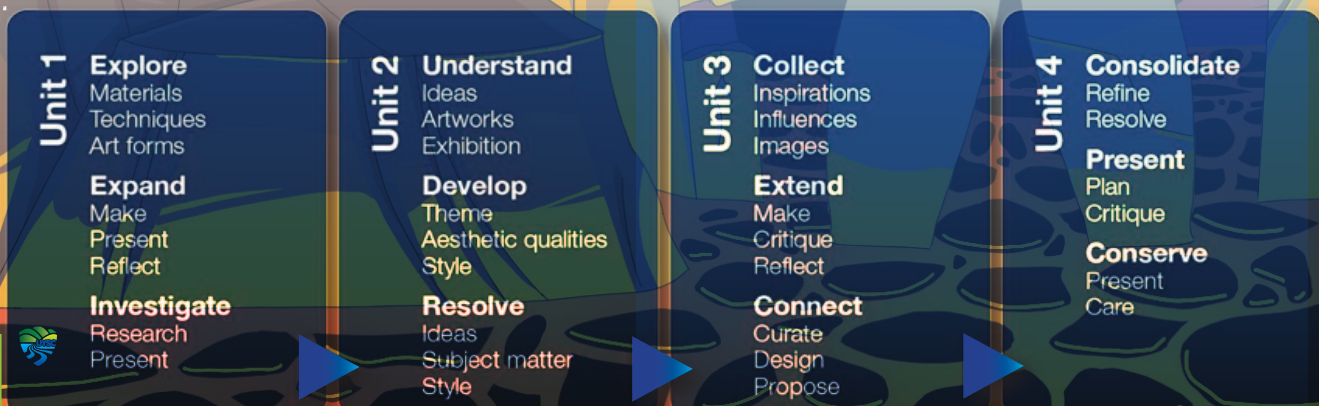
*(How are thematic exhibitions planned and designed?) Thematic exhibition.*

###### Develop – theme, aesthetic qualities and style

*(How does an artist develop aesthetic and style in artworks?) Experimental artworks and documentation.*

###### Resolve – ideas, subject matter and style

*(How does an artist develop ideas and a personal style in artworks?) Finished artworks.*



**“Collect. Extend.  
Connect.”**

**“...actively engaged, in art  
making.”**

# Art Making

## The Arts

### Art Making and Exhibiting (Studio Arts) Units 3 and 4

**“...explore ideas to develop artworks in,  
imaginative ways.”**

**“...engage with galleries,  
museums, exhibition spaces.”**

## Year 12, Unit 3

### Collect, extend and connect

In this unit students are actively engaged in art making. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts Journal to record their art making, research of artists, artworks and collected ideas, documenting inspirations and influences. The Visual Arts Journal demonstrates the students' exploration of contexts, ideas and subject matter and understanding of visual language. They document their exploration of, and experimentation with, materials, techniques and processes.

From these ideas, students plan and develop artworks. These artworks may be made at any stage, reflecting the students' own ideas and developing style.

Students visit an exhibition in a gallery, museum, other exhibition space or site-specific space to gain an understanding of the breadth of artworks in current exhibitions and to provide a source of inspiration and influence for their own artworks. Students research the exhibition of artworks in these exhibition spaces and the role of a curator in planning and writing information about an exhibition.

### Areas of Study

#### Collect – inspirations, influences and images

*(How do artists use selected art forms and ideas to create visual language?)*

#### Extend – make, critique and reflect

*(How are ideas, reflection and feedback used in art making to develop artworks?)*

#### Connect – curate, design and propose

*(How are artworks selected and presented for exhibition?)*

### Assessment

- Unit 3 School-assessed Coursework 5%
- Unit 3 School-assessed Task (Outcome 1 & 2) 30%
- Unit 4 School-assessed coursework (Outcome 3) 5%
- Unit 4 School-assessed Tasks (Outcome 1 & 2) 30%
- Unit 3 and 4 End of year examination 30%

## Year 12, Unit 4

### Consolidate, present and conserve

Students make connections to the artworks made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. This is documented in the student's Visual Arts Journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.

Students reflect on their finished artworks and evaluate the materials, techniques and processes used. The Visual Arts Journal in Unit 4 includes:

- continued development of art making in a specific art form
- evaluation of art making in a specific art form
- visual documentation of processes used
- annotations to support visual documentation
- research into connections between specific artists, artworks and students' own artworks
- research into the presentation of artworks in exhibitions
- research into conservation and care of artworks
- research selection of artworks and planning of exhibitions
- written and visual research, making connections with specific artists and artworks.

*The progress of individual student's artworks is an important element of Unit 4.* Throughout the unit they demonstrate their ability to communicate with others about their artworks. Students organise the presentation of their finished artworks, deciding how their artworks will be displayed, the use of lighting, and other considerations. They present a critique of their artworks and receive and reflect on feedback.

Students engage with galleries, museums, exhibition spaces and site-specific spaces, to examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including their own artworks.

Students document the investigation and review of artworks and exhibitions in their Visual Arts Journal.

### Areas of Study

#### Consolidate – refine and resolve

*(How do artists refine and resolve artworks?)*

#### Present – plan and critique

*(How are ideas presented in finished artworks on exhibition?)*

#### Conserve – present and care

*(What role does conservation and care have in the presentation of artworks?)*

# Media

## The Arts

### Media Units 1 and 2

“What’s **real** and **what isn’t?**”

“**What makes a good story?**”

“**How is a story made?**”

## Year 11, Unit 1

### Media forms, representations and Australian stories

Is it a pipe? Or a painting of a pipe? Or a photograph of a painting of a pipe? What’s real and what isn’t?

Students will learn about representation and how the media manipulates images in order to make people think a certain way.

They will discover how representations in the media are constructed, and have the opportunity to use these technologies to create their own media artworks, be it film, print or radio.

Students will also look at Australian stories, and study media texts across a number of media forms that have been designed by Australians for Australian audiences.

They will learn how the codes and conventions of each media form may be used to help elevate the narrative and tell an Australian story.

### Areas of Study

- Media representations
- Media forms in production
- Australian stories

## Year 11, Unit 2

### Narrative across media forms

What makes a good story? Further to the point, how is a good story made?

Students study and explore how narratives construct reality and meaning for audiences.

They investigate how cultural, social, historical and economic factors influence and affect the creators of media professionals. They then apply their understanding to create, develop and construct their own narratives.

Students also look at the impact of new technologies on media and its influence on societies, audiences, individuals and cultures.

### Areas of Study

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





# Media

## The Arts

### Media Units 3 and 4

**“Examine film and television.”**

**“How are narratives constructed?”**

**“Become a cultural archaeologist!”**

#### Year 12, Unit 3

##### Media narratives, contexts and pre-production

In this unit students analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.

They examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio product and/or photographic and/or print products.

Students research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

They then develop and document a media production design in a selected media form for a specified audience.

##### Areas of Study

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

#### Year 12, Unit 4

##### Media production; agency and control in and of the media

This is the unit in which all of the planning and preproduction work from Unit 3 pays off.

Students will engage in the production and post production of their media product, and refine their technical proficiency and skills in editing, sound mixing, colour grading and a host of other media processes.

Finally, students will critically assess the role and influence the media has on societies and cultures. They will be able to discuss issues of agency and control in the relationship between the media and its audience.

##### Areas of Study

- Media production
- Agency and control in and of the media

*Unit 3 School-assessed Coursework 10 %*

*Unit 4 School-assessed Coursework 10%*

*School Assessed Task (Media Folio) 40%*

*Units 3 and 4 End-of-year Examination 40%*



# Food Studies

## Design Technology

### Food Studies Units 1 and 2

"How is food produced?"

"What is Australian cuisine?"

#### Year 11, Unit 1

##### Food origins

This unit looks at the history and culture of food around the world.

In Area of Study 1 students look at how humans have sourced their food throughout history and how food is produced in different areas around the world.

In Area of Study 2 students investigate Australian Indigenous food that was eaten before Europeans arrived here, as well as how food production, processing and manufacturing has changed over time.

Students investigate the concept of an Australian cuisine and the influence of different cuisines in our country.

They consider the influence of technology and globalisation on food patterns.

Throughout this unit students complete practical tasks to enhance, demonstrate and share their learning with others.

##### Areas of Study

- Food around the world
- Food in Australia

"Home cooking or?"

"...design and adapt recipes."

#### Year 11, Unit 2

##### Food makers

Students investigate food systems in contemporary Australia.

Area of Study 1 looks at commercial food production.

Area of Study 2 looks at food produced in the home and then compares it to commercially produced food.

Students address the importance of the food industry in Australia to meet the needs of consumers.

Students produce food products and then compare them to commercially produced foods.

Students design new food products and adapt recipes to suit particular needs.

##### Areas of Study

- Australia's food systems
- Food in the home

**FOOD  
STUDIES  
CAN LEAD  
TO:**

Dietician  
Caterer  
Chef  
Bar Attendant

Nutritionist  
Health Promotion  
Environmental  
Health Officer  
Hospital Food Service  
Manager

# 12

## Food Studies

### Design Technology

## Food Studies Units 3 and 4

“What influences **food choice**?”

“What are the **current food trends** and **diets**?”

“What **changes food** during cooking?”

“**Food labelling, marketing** and food packaging.”

### Year 12, Unit 3

#### Food in daily life

This unit investigates the influences of food.

Area of Study 1 explores the science of food and the effect it has on our bodies.

Students investigate eating and appreciating food, and how food is digested.

They will look at functional properties of food and the changes that take place during cooking.

Area of Study 2 focuses on the influences on food choice over time including food information in the media and developing healthy dietary patterns.

#### Areas of Study

- The science of food
- Food choices, health and wellbeing

*Unit 3 School-assessed Coursework 30%*

### Year 12, Unit 4

#### Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems.

Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Area of Study 2 focuses on food information that helps us make food choices.

Students look at different food trends and diets.

They will learn about food labelling, marketing and food packaging.

#### Areas of Study

- Navigating food information
- Environment and ethics

*Unit 4 School-assessed Coursework 30%*

*Units 3 and 4 End-Of-Year Examination 40%*



**FOOD  
STUDIES  
CAN LEAD  
TO:**

**Dietician  
Caterer  
Chef  
Bar Attendant**

**Nutritionist  
Health Promotion  
Hospital Food Service  
Manager  
Environmental  
Health Officer**

This subject includes a **folio** of work. **Additional time outside class** is required to finalise **folios**.

'Assume the **role** of a **designer-maker!**'

"What factors influence design?"

# Product Design Technology

## Product Design and Technology Units 1 and 2

"Why is **environmental sustainability** important when considering product **design** and **development**?"

**Traditions** and **culture**.

"**Form** and **function**."

### Year 11, Unit 1

#### Design practices

Students explore how designers collaborate and work in teams, conduct research, and the techniques they employ to generate ideas and design products.

Students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

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. They develop graphical product concepts and use prototypes to explore and propose physical product concepts.

#### Areas of Study

- Developing and conceptualising designs
- Generating, designing and producing

### Year 11, Unit 2

#### Positive impacts for end users

Students 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 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.

#### Areas of Study

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design



Communicate product concepts graphically using visualisations, design options and working drawings

Create prototypes to test the physicality of product concepts

Evaluate and justify chosen product concept and prepare a final proof of concept for implementation and production



**PRODUCT DESIGN STUDIES CAN LEAD TO:**

**JEWELLERY**  
**TEXTILES**  
**CERAMICS**  
**MEDICAL INNOVATION**  
**MANUFACTURING**

**INDUSTRIAL DESIGNER**  
**TRANSPORT & MOBILITY**  
**INTERIOR DESIGNER**  
**EXHIBITION DESIGNER**  
**ENGINEERING**  
**FASHION**  
**FURNITURE**

Designers **play** an **important** part  
in our **daily** lives.

# Year 12

## Product Design Design Technology

### Product Design and Technology Units 3 and 4

“...promotes **innovative thinking** and **problem-solving** skills...”

“...**designing, planning,**  
**producing, testing** and  
**evaluating.**”

## Year 12, Unit 3

### Ethical product design and development

Students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a client.

This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the life cycles of products from sustainability or world-view perspectives.

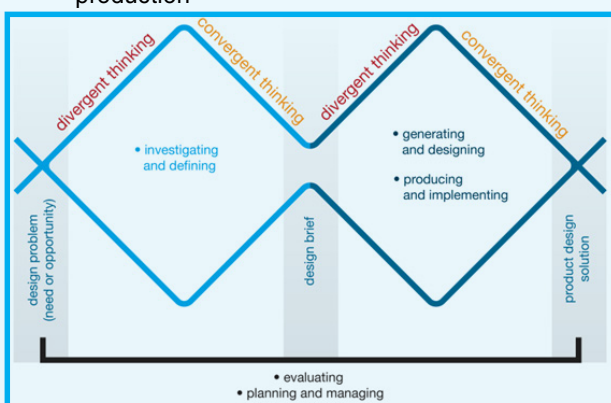
Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve.

The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking.

Students learn about ethical research methods when investigating and defining their design and generating and designing their product concepts.

### Areas of Study

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production



## Year 12, Unit 4

### Production and evaluation of ethical designs

In this unit students engage with a client to gain feedback throughout the process of production.

Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. They use comparative analysis and evaluation methods to make judgments about commercial product design and development.

Students continue to develop and safely manufacture the product designed in Unit 3.

Students record and monitor the production processes and modifications to the production plan and product.

They evaluate the quality of their product with reference to criteria and end-user/s' feedback and make judgments about possible improvements.

They produce relevant user instructions or care labels that highlight the product's features.

### Areas of Study

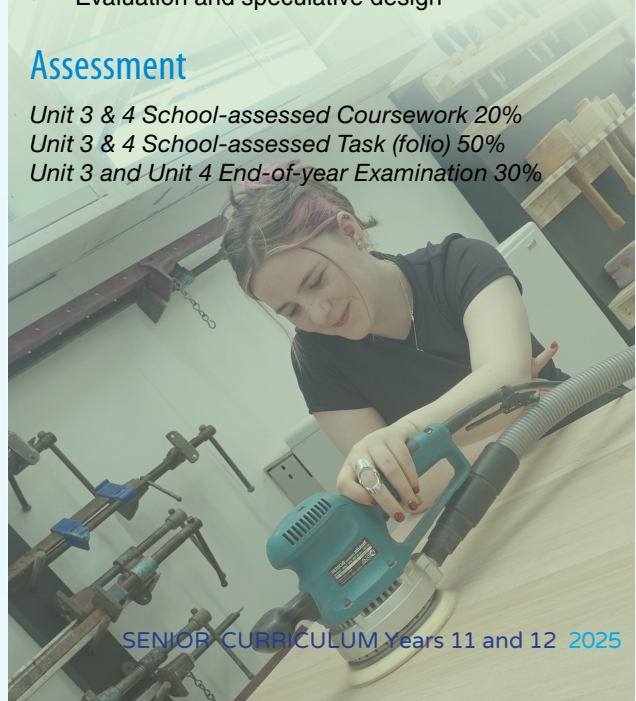
- Managing production for ethical designs
- Evaluation and speculative design

### Assessment

Unit 3 & 4 School-assessed Coursework 20%

Unit 3 & 4 School-assessed Task (folio) 50%

Unit 3 and Unit 4 End-of-year Examination 30%



“...participate in society as **active**, engaged and **informed** citizens.”

“... **explore** influences on **identity** ...”

“**Applied** learning.”

# Work Related VCE Vocational Major

## Work Related Skills Units 1 and 2

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

### Year 11, Unit 1

#### Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making.

Students investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries.

Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals.

They will develop and apply strategies to communicate their findings.

#### Areas of Study

- Future careers
- Presentation of career and education goals

### Year 11, Unit 2

#### Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success.

Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway.

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills.

Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

#### Areas of Study

- Skills and capabilities for employment and further education
- Transferable skills and capabilities



To get your VCE Vocational Major, you must successfully finish at least 16 units, including:

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

You must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a year 12 level. You can do other VCE studies or VET.

“...effective, leadership self-management, project planning and teamwork.”

“...critical thinking, research, creative thinking, collaboration.”

# Work Related VCE Vocational Major

## Work Related Skills Units 3 and 4

Students apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL). In Work Related Skills, students develop the knowledge, skills and experiences to be active, engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. WRS leads to opportunities across all industries and areas of work as well as in further education, providing young people with the tools they need to succeed in the future.

### Year 12, Unit 3

#### Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.

They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution.

Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

#### Areas of Study

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

### Year 12, Unit 4

#### Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers.

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio.

The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

#### Areas of Study

- Portfolio development
- Portfolio presentation

VCE  
VOCATIONAL  
MAJOR STUDIES  
CAN LEAD  
TO:

Apprenticeships  
Traineeships  
Further Education and  
Training  
University (through  
alternative entry programs)  
Employment

There are **VET** programs you can select as part of your **VCE Vocational Major.**

"...provides opportunities for students to explore influences **On identity.**"

# Personal Dev

## VCE Vocational Major

### Personal Development Skills Units 1 and 2

This subject takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. It focuses on health, wellbeing, community engagement and social sciences. It provides a framework for students to understand and optimise their potential as individuals and members of their community. They explore influences on identity, set and achieve personal goals, interact positively with diverse communities, identify and respond to challenges. Students develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

#### Year 11, Unit 1

##### Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing.

It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing.

Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts.

They will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

##### Areas of Study

- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

#### Year 11, Unit 2

##### Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal.

It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication.

Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change.

They will plan, implement and evaluate an active response to an individual's need for community support.

##### Areas of Study

- What is community?
- Community cohesion
- Engaging and supporting community



“...leadership, projects,  
planning, teamwork  
evaluating.”

# Personal Dev

## VCE Vocational Major

### Personal Development Skills Units 3 and 4

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

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

#### Year 12, Unit 3

##### Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts.

Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity.

Students will evaluate individual contribution as well as the overall effectiveness of the team.

##### Areas of Study

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

#### Year 12, Unit 4

##### Community project

This unit focuses on student participation in an extended project relating to a community issue.

Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve.

Students will reflect on how community awareness of a selected issue can be improved.

Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work.

Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project.

They will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

##### Areas of Study

- Planning a community project
- Implementing a community project
- Evaluating a community project

**VCE  
VOCATIONAL  
MAJOR STUDIES  
CAN LEAD  
TO:**

**Apprenticeships  
Traineeships  
Further Education and  
Training  
University (through  
alternative entry programs)  
Employment**

There are **VET** programs you can select as part of your **VCE Vocational Major**.

“...purpose and context, audience, culture.”

“...practise persuasive language”

“Critically analyse.”

# Literacy

## VCE Vocational Major

### Literacy Units 1 and 2

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student’s ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts are drawn from a wide range of contexts and be focused on participating in the workplace and community. Texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

#### Year 11, Unit 1

##### Literacy for personal use

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts.

Students read or watch a variety of texts for a personal purpose, such as finding information.

Through discussions and class activities students develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

##### Understanding, creating digital texts

Students will develop their capacity to critically assess digital texts, including web pages for vocational and workplace settings, podcasts and social media. They continue to develop their analytic skills to identify and discuss aspects of digital texts.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

Students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

#### Year 11, Unit 2

##### Understanding issues and voices

In this unit, students engage in issues that are characterised by disagreement or discussion, developing and expanding upon students’ learning from Unit 1.

Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.

Students read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group.

They engage with a range of content from print, visual, aural and multimodal sources.

Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

##### Responding to opinions

Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

# Literacy

## VCE Vocational Major

### Literacy Units 3 and 4

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

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

#### Year 12, Unit 3

##### Accessing and understanding informational, organisational and procedural texts

In this area of study students become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience.

Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

##### Creating and responding to organisational, informational or procedural texts

This area of study focuses on texts about an individual’s rights and responsibilities within organisations, workplaces and vocational groups.

Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

#### Year 12, Unit 4

##### Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student’s choice, in a vocational or recreational setting.

Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a ‘brand’ (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience.

Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student’s choice.

##### Speaking to advise or to advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

Students cover six numeracies and eight areas of study at least once across Units 1 & 2.

"...local, community, national, global environments."

"...personal, public, and vocational lives."

"...systems and processes."

# Numeracy

## VCE Vocational Major

### Numeracy Units 1 and 2

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking.

#### Year 11, Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives.

They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

#### Areas of study

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

- Number
- Shape
- Quantity and measures
- Relationships

#### Year 11, Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives.

They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

#### Areas of study

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

- Dimension and direction
- Data
- Uncertainty
- Systematics

VCE VM students are required to complete 4 units of Numeracy from:

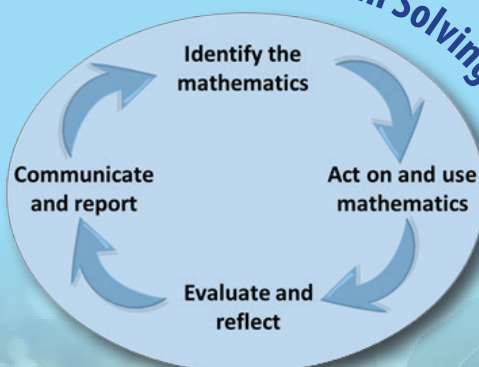
**VM Numeracy Units 1 - 4**

**General Mathematics Units 1 - 4**

**Mathematical Methods Units 1 - 4**

**Specialist Mathematics Units 1 - 4**

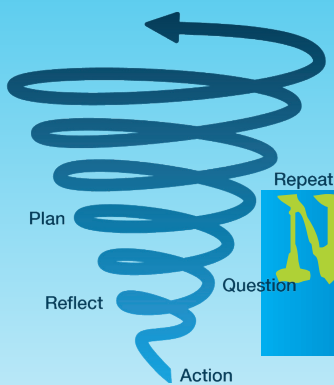
#### The Problem Solving Cycle



“...personal, financial, civic, health, recreational and vocational.”

“...formulating, using mathematics, evaluating, reflecting, communicating, reporting.”

“experiential learning.”



# Numeracy

## VCE Vocational Major

### Numeracy Units 3 and 4

Mathematical knowledge is applied to tasks which are part of the students’ daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

#### Year 12, Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

#### Areas of study

- Number
- Shape
- Quantity and measures
- Relationships

#### Year 12, Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

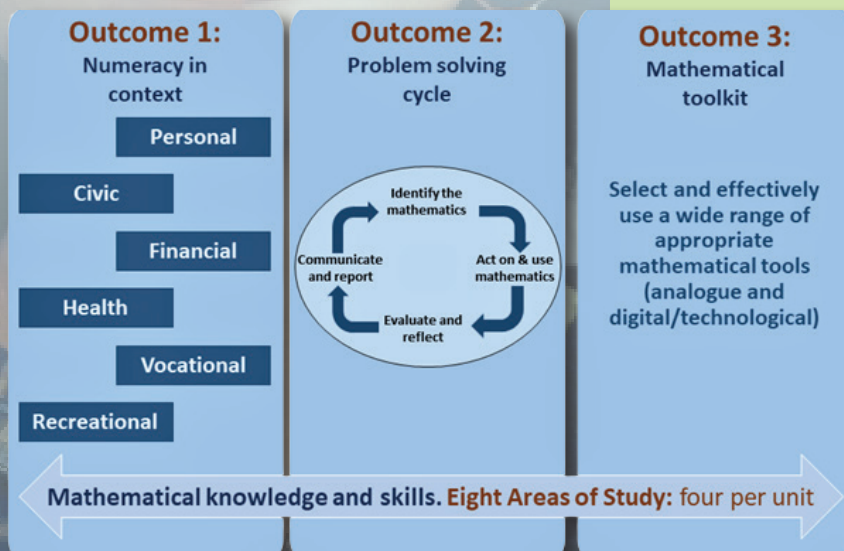
The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

#### Areas of study

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

- Dimension and direction
- Data
- Uncertainty
- Systematics

Students must cover six numeracies and eight areas of study across Units 3 & 4.



# UPPER YARRA SECONDARY COLLEGE CURRICULUM OVERVIEW 7-12 2025

	ENGLISH	MATHEMATICS	THE ARTS	HUMANITIES	SCIENCE	LANGUAGES	TECHNOLOGY	HEALTH/PE
YEARS 7 AND 8	ENGLISH Year 7  ENGLISH Year 8	MATHEMATICS Year 7  MATHEMATICS Year 8	ART MUSIC <i>(One semester each)</i>  3D ART  VISUAL COMMUNICATION DESIGN DRAMA <i>(One semester each)</i>	FLIP (Future Learners Inquiry Program)  FLIP (Future Learners Inquiry Program)	SCIENCE Year 7  SCIENCE Year 8	JAPANESE or LITERACY/NUMERACY  JAPANESE or LITERACY/NUMERACY	Woodwork  ICT <i>(One semester each)</i>  STEAM Food <i>(One semester each)</i>	HEALTH AND PHYSICAL EDUCATION  HEALTH AND PHYSICAL EDUCATION
YEARS 9 AND 10	ENGLISH Year 9  ENGLISH Year 10  <u>ELECTIVE</u> Years 9 and 10 <ul style="list-style-type: none"> <li>From Horror to Romance (and everything in between)</li> </ul>	MATHEMATICS Year 9  MATHEMATICS Year 10	THE ARTS Years 9 and 10 <ul style="list-style-type: none"> <li>Media</li> <li>Art</li> <li>Photography</li> <li>Music</li> <li>Drama</li> <li>Visual Communication Design</li> <li>Textiles</li> </ul> <u>ELECTIVES</u> Years 9 and 10 <ul style="list-style-type: none"> <li>Visual Communication Design</li> <li>Textiles</li> </ul>	HUMANITIES Year 9 <i>(History, Geography and Business)</i>  HUMANITIES Year 10 <i>(History, Geography, Law &amp; Careers)</i>  <u>ELECTIVES</u> Years 9 and 10 <ul style="list-style-type: none"> <li>Law and Society</li> <li>War and Revolution</li> <li>Oceans of the World</li> <li>Myths and Legends</li> <li>How to be a Boss!</li> </ul>	SCIENCE Year 9  SCIENCE Year 10 <i>(One semester)</i>  <u>ELECTIVES</u> Years 9 and 10 <ul style="list-style-type: none"> <li>Zoology</li> <li>Forensic Science</li> </ul>	LANGUAGES Years 9 and 10 <ul style="list-style-type: none"> <li>Japanese <i>(Year-long)</i></li> </ul> <u>ELECTIVE</u> Years 9 and 10	TECHNOLOGY Years 9 and 10 Design and Technology: <ul style="list-style-type: none"> <li>Woodwork (Mixed)</li> <li>Woodwork (Girls)</li> <li>Let's Bake!</li> <li>Café Cuisine</li> </ul> <u>ELECTIVES</u> Years 9 and 10 <ul style="list-style-type: none"> <li>Outdoor Education</li> <li>Leadership</li> <li>Coaching</li> <li>Exercise and Sport Science</li> <li>Duke of Edinburgh Award</li> <li>Empowerment Through Movement (Girls)</li> <li>Sport and Personal Development (Boys)</li> </ul>	HEALTH AND PHYSICAL EDUCATION Year 9  HEALTH AND PHYSICAL EDUCATION Year 10 <i>(One semester)</i>  <u>ELECTIVES</u> Years 9 and 10 <ul style="list-style-type: none"> <li>Outdoor Education</li> <li>Leadership</li> <li>Coaching</li> <li>Exercise and Sport Science</li> <li>Duke of Edinburgh Award</li> <li>Empowerment Through Movement (Girls)</li> <li>Sport and Personal Development (Boys)</li> </ul>
VCE UNITS 1 & 2	English Literature Language	General Mathematics Mathematical Methods Specialist Mathematics <i>(Remote Learning)</i>	Art Creative Practice Art Making and Exhibiting Media Drama	Legal Studies History Business Management Politics Geography	Biology Chemistry Physics Psychology		Product Design and Technology Food Studies	Health and Human Development Physical Education Outdoor and Environmental Education
VCE VM YR 11	VM Literacy	VM Numeracy	VM Work-related Skills	VM Personal Development Skills	Structured Workplace Learning (SWPL)			VET subjects available at Upper Yarra Secondary College (Years 10, 11 and 12): <ul style="list-style-type: none"> <li>Aviation (Remote Pilot - Visual Line of Sight) III</li> <li>Wine Industry Operations II</li> <li>Hospitality II</li> <li>Cookery II</li> <li>Active Volunteering II</li> <li>Sport Coaching II</li> </ul>
VCE VM YR 12	VM Literacy	VM Numeracy	VM Work-related Skills	VM Personal Development Skills	Structured Workplace Learning (SWPL)			Additional VET courses are available from one of the 9 schools in the Yarra Valley VET Cluster, Box Hill Institute, or another local Registered Training Organisation (RTO).





UPPER YARRA  
SECONDARY COLLEGE

81 - 89 Little Yarra Road, Yarra Junction, Victoria 3797  
P (03) 5967 1877 E [upper.yarra.sc@education.vic.gov.au](mailto:upper.yarra.sc@education.vic.gov.au) [www.uysc.vic.edu.au](http://www.uysc.vic.edu.au)