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 before hand, to arrange a time when they are available.
Welcome

Welcome to the Senior 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 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 Subject Information Evening. (This evening will also provide an opportunity to speak to teachers about the subjects on offer.)
- Attend the Eastland Careers Expo in August.

We trust that the selection of a course for 2017 will be a positive and rewarding process as you make your plans for the future.
Where to Get Information

Course/Careers Information Websites
- Australia’s Careers Information Service: myfuture.edu.au
- Youth Central link: youthcentral.vic.gov.au

Job Guide
- All students are issued with this in Year 10
- Also available in the Library Research Centre and online at jobguide.deewr.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
- RMIT: rmit.edu.au
- Victoria University: vu.edu.au
- Australian Catholic University: acu.edu.au
- La Trobe University: latrobe.edu.au
- Deakin University: deakin.edu.au
- Swinburne University: swinburne.edu.au
- Monash University: monash.edu.au

VTAC (Victorian Tertiary Admissions Committee)
- Current VTAC Guide in Careers Office
- vtac.edu.au

VCAA (Victorian Curriculum and Assessment Authority)
- vcaa.vic.edu.au

Yarra Ranges /Yarra Valley VCE Network
- VCE Master Classes

Yarra Valley VET Cluster
- yvvc.org.au

For more information contact your Senior School Leader or Careers Advisor.
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:
• 3 reports
• a Statement of Results

Year 12 students receive:
• 2 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.

Promotion

Students who achieve these ‘S’ results will be automatically promoted to the next year level. Students who do not achieve the ‘S’ result will be subject to a promotion interview and a process designed to support each student to achieve success.
Flexible Learning Options

Fast-Tracking Program
Students from Years 10 and 11 can apply to “fast-track” a unit sequence from the following academic year. Entrance into these units will only be considered after an interview with parents, Domain Leaders, Team Leaders and Careers Advisor.

Fast-tracking is designed to allow students to complete additional VCE studies in order to enhance their options at the end of completing secondary school. It is a condition of accepting a placement that the fast-tracking student will be enrolled in:

• 6 subjects at Year 11 level.
• 5 subjects at Year 12 level.

Years 10 and 11 students fast-tracking a Unit 3 and 4 subject are required to sit the GAT.

In making a decision towards successfully enrolling in a fast-tracking subject, the following items are considered:

• The student’s pathway during and after VCE.
• The student’s ability to balance the demands of their fast-tracking unit with their other studies.
• Student numbers in the particular unit.
• Whether or not the unit is a prerequisite for Tertiary Courses.
• Recommendations from subject teachers.
• Satisfactory completion of previous year.

Distance Education
Students who wish to study subjects not offered at Upper Yarra Secondary College in 2017 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.

Visit: distance.vic.edu.au

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

VCE Baccalaureate
The VCE (Baccalaureate) has been developed by the VCAA and will be awarded to students for the first time in 2014.

It is designed to encourage more students to include languages and higher level mathematics in their senior secondary program of study.

It provides an additional form of recognition for students who undertake the demands of studying both a higher level mathematics and a language in the VCE.

To be eligible for the award of the VCE (Baccalaureate), students will be required to meet the normal requirements for the satisfactory completion of the VCE and:

• satisfactorily complete a Units 3 and 4 sequence from English or Literature with a minimum study score of 30 or English as an Additional Language (EAL) with a minimum study score of 33 and;
• satisfactorily complete a Units 3 and 4 sequence in either Mathematical Methods or Specialist Mathematics and;
• satisfactorily complete a Units 3 & 4 sequence in a VCE Languages study.


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, outstanding results and work ethic over Year 10 and 11 studies.
Years 11 and 12 Curriculum at UYSC 2017

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. 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 Applied Learning (VCAL) caters for those 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 Applied Learning (VCAL) with pathways to TAFE or employment. This would include a VET program.
- Complete a Vocational Education Training program (VET) as part of their VCE/VCAL.

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 Applied Learning (VCAL), studying Literacy and Numeracy, Work Related Skills, Personal Development and VET.

Students at Year 12 choose ten semester-based Unit 3 and 4 elective 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 24 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.
- at least 3 sequences of Units 3 and 4 in studies other than English.

If requiring an Atar, students must meet the requirements for Units 3 and 4 English, Literature or English Language.

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 in that they form a large part of the assessment and the examination performance may be used to determine what the final grades for School assessed work will be.
- The General Achievement Test (GAT), is only compulsory for students studying Units 3 and 4.
The Victorian Certificate of Education Pathway

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.

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 have more of 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.

The Victorian Certificate of Applied Learning (VCAL) Pathway

In Year 11 and 12 the VCAL program has a vocational emphasis and is geared to prepare students for entry into various areas of employment, such as the automotive trades, building trades, engineering trades, childcare, hair and beauty services, business administration and hospitality.

VCAL is an applied learning approach to senior studies at Year 11 and 12 and in addition to offering an excellent pathway into employment, traineeships or apprenticeships, students may also choose to continue their education at TAFE when they complete secondary school.

In 2015, the program is designed to include one day a week at a TAFE institute studying a Certificate course, two days per week undertaking a relevant structured work placement and two days a week studying a set range of VCAL units at the College. This structure may vary in the future.

If a student successfully completes the Year 11 program, they continue on to Year 12 VCAL the following year.

VCAL is a well-recognised program and students receive an Intermediate or Senior VCAL Certificate as well as a Certificate II or III in a nationally recognised VET Certificate.

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)
**VCAL Program**

The Victorian Certificate of Applied Learning is a Senior School certificate (just like the VCE). It is designed for students who wish to go into the workforce or vocational TAFE, rather than achieve an ATAR score to attend University.

It is a certificate that has a flexible delivery in which students can achieve at their own level until they demonstrate they are competent. The VCAL qualification aims to provide skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.

The structure of the VCAL program allows the students to attend TAFE one day per week to complete a Certificate I, II or III course in their area of interest. The student is also required to attend work placement two days per week, where they can transfer the skills they learn at TAFE and school to the real world of work. The two remaining days a week students study the four VCAL curriculum strands at school:

- Literacy (Verbal and Written Communication)
- Numeracy Industry-specific Skills
- Work Related Skills
- Personal Development Skills

Curriculum components are drawn from core VCAL units, and VET programs available at external TAFE Colleges or VET providers or the VET courses offered at UYSC such as Hospitality and Sport & Recreation.

For more information about our VCAL Program, please contact the VCAL Coordinator or attend our VCE/VCAL Information Evening.

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**Vocational Education and Training**

To satisfy the requirements of VCAL 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 will choose to study a VET course externally to accommodate their vocational interests and create appropriate pathways.

In 2017, UYSC will be a provider of VETS Sport & Recreation, Hospitality and Outdoor Education (Year 10).
**VETiS (Vocational Education and Training in Schools)**

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/VCAL 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/VCAL) at the same time.

Please note there is an additional cost associated with these programs. Each program is described in detail in individual VETiS Program Flyers available from the Careers Office.

**Work Placement**

Students choosing a VETiS 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 VETiS 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. 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 VETiS Program will do one less VCE subject at school. They will have supervised study sessions to assist them to complete the Unit.


For more information about Yarra Valley VET Cluster, please visit www.yvvc.org.au/

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**Yarra Valley VET Cluster**

The Yarra Valley VET Cluster commenced in 1999, and consists of ten schools working together in cooperation 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
- Mountain District Christian School
- Mount Lilydale Mercy College
- Upper Yarra Secondary College
- Yarra Hills Secondary College

**Cost of VETiS /TAFE Courses**

Most courses cost between $360 and $750 per year. Some VETiS courses can cost up to $1500 per annum.

Payments for the materials charge for VETiS courses remain the responsibility of the guardian/student undertaking the course and must be made according to the following timeline or the student will be withdrawn from their VETiS course:

- For materials charges under $200 payment is required in full prior to the end of the year preceding the commencement of the VETiS course.
- For materials charges over $200, a deposit of $200 is required prior to the end of the year preceding the commencement of the VETiS course. Payment of the balance of the materials charge must be finalised by end of February the year of the VETiS course.

The College is responsible for the cost of instruction of all VETiS courses.
Yarra Valley VET Cluster Multiple Campuses

A range of Vocational Education and Training Certificates are offered by the Yarra Valley Cluster. The courses are offered in other schools and TAFEs in the Yarra Valley and surrounds.

Courses offered in 2017 may change. These must be applied for through the VET Coordinator.

The majority of VETiS 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.

The following VET Courses are available to our students. These vary in cost.

Certificate II in Animal Studies
Certificate II in Automotive Technology
Certificate II in Building and Construction
Certificate II in Electro-technology (partial)
Certificate II in Engineering Studies#
Certificate II in Furniture Making
Certificate II in Horticulture
Certificate II in Hospitality (Kitchen Operations)
Certificate III in Acting (Screen and TV)
Certificate III in Catering Operations
Certificate III in Info, Digital Media and Technology(partial)
Certificate III in Music
Certificate II in Media (Interactive Digital Media)#
Certificate III in Sport and Recreation#
Certificate II in Applied Fashion and Design
Certificate II in Hairdressing
Certificate III in Hairdressing (partial)
Certificate II in Retail Cosmetics

#These VET subjects do have a study score and may also have an end of Year 12 external examination.
Year 11 (Units 1 and 2)
VCE Subjects 2017

Choose 12 Semester Units

English *
- Foundation English
- English
- Language
- Literature

Mathematics
- Mathematics Foundation
- Mathematics General
- Mathematical Methods
- Mathematics Specialist

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

Languages
- Japanese
- German

Science
- Biology
- Chemistry
- Physics
- Psychology

Humanities
- Business Management
- Geography
- History
- Legal Studies
- Political Studies

The Arts
- Music Performance
- Art#
- Studio Arts#
- Media#
- Visual Communication Design#
- Drama

Design, Creativity and Technology
- Food Studies#
- Product Design and Technology#

Extended Investigation (offered as an extension program for selected students)

VCAL
- Literacy (VCAL)
- Numeracy (VCAL)
- Work-related Skills
- Personal Development Skills

* Compulsory to the end of Year 12
# Folio

Year 12 (Units 3 and 4)
VCE Subjects 2017

Choose 10 Semester Units

English *
- English
- Language
- Literature

Mathematics
- Mathematics Further
- Mathematical Methods
- Mathematics Specialist

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

Languages
- Japanese
- German

Science
- Biology
- Chemistry
- Physics
- Psychology

Humanities
- Business Management
- Geography
- History
- Legal Studies
- Political Studies

The Arts
- Music Performance
- Art#
- Studio Arts#
- Media#
- Visual Communication Design#
- Drama

Design, Creativity and Technology
- Food Studies#
- Product Design and Technology#

Extended Investigation (offered as an extension program for selected students)

VCAL
- Literacy (VCAL)
- Numeracy (VCAL)
- Work-related Skills
- Personal Development Skills

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.
VCE/VCAL 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 VCAL 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/VCAL 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 VCAL, 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.
Year 11, Unit 1

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Reading and creating texts
Students explore how meaning is created in a text. They identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Analysing and presenting argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Year 11, Unit 2

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Reading and comparing texts
Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Analysing and presenting argument
In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students read a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience. Students practise developing and presenting reasoned points of view on current affairs and issues.
Year 12, Unit 3

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Reading and creating texts
Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.
In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts.
They develop and justify their own detailed interpretations of texts.

Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a current issue.
Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Year 12, Unit 4

Students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Reading and comparing texts
Students explore the meaningful connections between two texts.
They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed.
By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Presenting argument
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences.
They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a current issue.

Unit 3 School-assessed Coursework 25%

Unit 4 School-assessed Coursework 25%

Units 3 and 4 End-of-year Examination 50%
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 the communities of which they are members.

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

Language change

Students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process.

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 from 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 now 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 Unit 3 and 4

“How are words used together to convey a message?”

“...requires students to understand linguistic concepts and use metalanguage.”

Year 12, Unit 3

Language variation and social purpose

Students investigate English language in contemporary Australian social 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 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 and this in turn 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

• Informal language
• Formal language

Unit 3 School-assessed Coursework 25%

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 documents.

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

Unit 4 School-assessed Coursework 25%

Unit 3 and 4 End-of-year Examination 50%
Year 11, Unit 2

Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.

Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study
• The text, the reader and their contexts
• Exploring connections between texts

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Year 11, Unit 1

Approaches to literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

They develop familiarity with key terms, concepts and practices that equip them for further studies in literature.

They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study
• Reading practices
• Ideas and concerns in texts

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LITERATURE CAN LEAD TO:
Editor
Film and TV Editor
Publisher
Media Presenter
Actor
Theatre Critic
Translator
Writer
Librarian
Teacher

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

LITERATURE CAN LEAD TO:
Editor
Film and TV Editor
Publisher
Media Presenter
Actor
Theatre Critic
Translator
Writer
Librarian
Teacher

UPPER YARRA SECONDARY COLLEGE

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Literature Units 3 and 4

**Year 12, Unit 3**

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

**Areas of Study**
- Adaptations and transformations
- Creative responses to texts

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

**Year 12, Unit 4**

**Interpreting texts**
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

**Areas of Study**
- Literary perspectives
- Close analysis

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

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

_“How do the writers adapt and transform their texts?”_  
_“How do the writers construct their texts?”_  
_“How do language and literary elements function within a text?”_  
_“This study provides opportunities for reading deeply, widely and critically...”_
Year 11, Units 1 and 2

The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies.

Foundation English draws on and strengthens the skills gained and the knowledge students have acquired about texts and language. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students’ knowledge about the structures and functions of written and oral language.

The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Areas of Study

- Reading and Writing
- Communication and the workplace
- Technology and communication
- The study of texts
- The analysis and construction of argument
Year 11, Units 1 and 2

Foundation Mathematics Units 1 and 2 provide continuing mathematical development of students entering VCE who need mathematical skills to support their other VCE subjects, including VET studies. There is a strong emphasis on practical applications of maths and it is very useful for students undertaking VETIS studies.

Foundation Mathematics Units 1 and 2 do not provide a basis for undertaking Unit 3 and 4 studies in Mathematics and should only be completed by students who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

Foundation Mathematics Units 1 and 2 are an alternative to General Mathematics Units 1 and 2 and Mathematical Methods (CAS) Units 1 and 2.

Students who take Foundation Mathematics Units 1 and 2 would not be taking Mathematical Methods (CAS) Units 1 and 2 in the same year, and would not proceed to study a Units 3 and 4 Mathematics in the following year.

Some students may choose to take Foundation Mathematics Units 1 and 2 in conjunction with General Mathematics Units 1 and 2.

Areas of Study

- Space, Shape and Design
- Patterns and Number
- Data
- Measurement

Maths can lead to:

- Engineer
- Mathematician
- Insurance Agent
- Accountant
- Aerospace Engineer
- Pilot
- Retail Assistant
- Financial Planner
- Lawyer
The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the course. Students will study four or more topics each semester. These must be selected from at least three different areas of study.

As this unit is a preparation for Further Mathematics, the topics will be a reflection of what they will experience in Units 3 and 4.

Areas of Study

Algebra and structure
- Linear relations and equations

Arithmetic and number
- Computation and practical arithmetic
- Financial arithmetic

Discrete mathematics
- Matrices
- Graphs and networks
- Number patterns and recursion

Geometry, measurement and trigonometry
- Shape and measurement
- Applications of trigonometry

Graphs of linear and non-linear relations
- Applications of trigonometry
- Inequalities and linear programming
- Variation

Statistics
- Investigating and comparing data distributions
- Investigating relationships between two numerical variables
Further Mathematics Units 3 and 4 may be taken alone or in conjunction with Mathematical Methods (CAS) Units 3 and 4.

Year 12, Units 3 and 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’.

The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

Unit 3
Areas of Study

Core material

- Data analysis
- Recursion and financial modelling

Unit 3 School-assessed Coursework 20%

Unit 4
Areas of Study

Applications

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations

Unit 4 School-assessed Coursework 14%

Units 3 and 4 End-of-year Examination One 33%
Units 3 and 4 End-of-year Examination Two 33%

“Further 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.”

Further Mathematics
Year 11, Units 1 and 2

Unit 1

Familiarity with determining the equation of a straight line from combinations of sufficient information about points on the line or the gradient of the line and familiarity with Pythagoras’ Theorem and its application to finding the distance between two points is assumed.

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

Areas of Study
• Algebra
• Calculus

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
• Probability and statistics
• Functions and graphs

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 and graphs
• Algebra
• Calculus
• Probability and statistics

Unit 3 School-assessed Coursework 17%
Unit 4 School-assessed Coursework 17%
Units 3 and 4 End of year Examination One 22%
Units 3 and 4 End of year Examination Two 44%
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.

Prescribed Topics
- Arithmetic and Number
- Geometry, Measurement and Trigonometry
- Graphs and Linear and Non-Linear Relations

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
- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Unit 3 School-assessed Coursework 14%
Unit 4 School-assessed Coursework 20%
Units 3 and 4 Examination One 22%
Units 3 and 4 examination Two 44%
Health and Human Development Units 1 and 2

Year 11, Unit 1

The health and development of Australia’s youth

This unit identifies issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Areas of Study

- Understanding health and development
- Youth health and development
- Health issues for Australia’s youth

Year 11, Unit 2

Individual human development and health issues

This unit focuses on the lifespan stages of childhood and adulthood. A range of determinants, such as social and physical environments, biological and behavioural factors all have an impact on both the health and development over this lifespan. Health issues that may have an impact on Australia’s health and development are also explored.

Areas of Study

- The health and development of Australia’s children
- Adult health and development
- Health issues
Year 12, Unit 3

Australia’s health
This unit focuses on using a range of measures to determine the health status of Australians.

The National Health Priority Areas (NHPAs) program provides a national approach that aims to improve health status in the areas that contribute most of the illnesses in Australia.

Both government and non-government organisations provide a range of programs designed to promote health in Australia.

Areas of Study

• Understanding Australia’s health
• Promoting health in Australia

Unit 3 School-assessed Coursework 25%

Year 12, Unit 4

Global health and human development
This unit takes a global perspective on achieving improvement in health and human development.

It is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests.

Both the World Health Organization (WHO) and the United Nations (UN) have a range of strategies aimed at reducing global disease and promoting human development through the achievement of the Sustainable Development Goals.

The Australian Agency for International Development (AUSAID) and non-government organizations also play a role in promoting sustainable human development.

Areas of Study

• Introducing global health and human development
• Promoting global health and human development

Unit 4 School-assessed Coursework 25%
End-of-year examination 50%
Year 11, Unit 1

The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.
Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.
Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.
They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.
Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement.
They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.
They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of Study
- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function?

Year 11, Unit 2

Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective.
Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.
Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.
Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.
Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.
Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.
Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Areas of Study
- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?
Physical Education Units 3 and 4

PE is considered a science subject and may be included if a science is required for tertiary course selection. Check the VTAC Course Selection Guide. PE students do NOT participate in sport for the bulk of the time. Units 3 and 4 Practical Sessions are compulsory and students are expected to participate to their fullest ability.

“**What factors cause fatigue?**”

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

**Year 12, Unit 3**

**Physical activity, participation and physiological performance**

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective.

Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines.

Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

**Areas of Study**

- Monitoring and promotion of physical activity
- Physiological responses to physical activity

*Unit 3 School-assessed Coursework 25%*

**Year 12, Unit 4**

**Enhancing performance**

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

Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components.

Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition.

Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

**Areas of Study**

- Planning, implementing and evaluating a training program
- Performance enhancement and recovery practices

*Unit 4 School-assessed Coursework 25%

*Units 3 and 4 End-of-year Examination 50%*
Outdoor and Environmental Studies Units 1 and 2

There is a higher course cost for OES: approx $700 per annum.
Payment must be finalised at the beginning of the school year.

Year 11, Unit 1
Exploring outdoor experiences
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
• Motivation for outdoor experience
• Experiencing outdoor environments

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
• Investigating outdoor environments
• Impacts on outdoor environments

OES students MUST be willing to participate in several camps. For example: Surfing and hiking, Climbing and hiking, Ski camps, Canoe tours

OUTDOOR EDUCATION CAN LEAD TO:
Ski Instructor
Diver
Tour Guide
Surveyor
Recreation Officer
Teacher
Marine Biologist
Forester
Environmental Scientist
Outdoor and Environmental Studies Units 3 and 4

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

- Historical relationships with outdoor environments
- Contemporary relationships with natural environments

Unit 3 School-assessed Coursework 25%

There is a higher course cost for OES: approx $700 per annum. Payment must be finalised at the beginning of the school year.

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 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

- Healthy outdoor environments
- Sustainable outdoor environments

Unit 4 School-assessed Coursework 25 %

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

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%
Year 11, Units 1 and 2

The areas of study for German include themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics.

Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

Areas of Study

The individual:

• Personal identity
• School and aspirations
• Leisure and lifestyles

The German-speaking communities:

• People and places
• Past and present
• Arts and entertainment

The changing world:

• The world of work
• Social issues
• Tourism

German Units 3 and 4

“Both German and Japanese are 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 German as a second language.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics.

Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

Areas of Study

The individual:

• Personal identity
• School and aspirations
• Leisure and lifestyles

The German-speaking communities:

• People and places
• Past and present
• Arts and entertainment

The changing world:

• The world of work
• Social issues
• Tourism

VCE Baccalaureate requires students to:

• study English/English Language/Literature, a Language and Maths Methods or Specialist Maths
• achieve a study score over 30 for English/English Language/Literature and over 33 for Language.

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%
Year 11, Unit 1

How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Areas of Study
- How do organisms function?
- How do living systems sustain life?

Year 11, Unit 2

How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Areas of Study
- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue
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 importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Areas of Study
- How do cellular processes work?
- How do cells communicate?

Unit 3 School-assessed Coursework 16%

Year 12, Unit 4

How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Areas of Study
- How are species related?
- How do humans impact on biological processes?
- Practical investigation

Unit 4 School-assessed Coursework 24%
Unit 3 and 4 End-Of-Year Examination 60%
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 examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

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 can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

### Year 11, Unit 2

**What makes water such a unique chemical?**

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules.

They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

**Areas of Study**

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation
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 chemical processes be designed to optimise efficiency?

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Areas of Study

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

Unit 3 School-assessed Coursework 16%

Year 12, Unit 4

How are organic compounds categorised, analysed and used?

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures.

Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and the reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored.

Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Areas of Study

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

Unit 4 School-assessed Coursework 24%

Unit 3 and 4 End-Of-Year Examination 60%
Year 11, Unit 1

What ideas explain the physical world?

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

Areas of Study

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

Year 11, Unit 2

What do experiments reveal about the physical 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 make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Areas of Study

- How can motion be described and explained?
- Options: One option is to be selected by the student from the following:
  - What are stars?
  - Is there life beyond Earth's Solar System?
  - How do forces act on the human body?
  - How can AC electricity charge a DC device?
  - How do heavy things fly?
  - How do fusion and fission compare as viable nuclear energy power sources?
  - How is radiation used to maintain human health?
  - How do particle accelerators work?
  - How can human vision be enhanced?
  - How do instruments make music?
  - How can performance in ball sports be improved?
  - How does the human body use electricity?
- Practical investigation
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 construct 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 things move without contact?
• How are fields used to move electrical energy?
• How fast can things go?

Unit 3 School-assessed Coursework 21%
(including a detailed study)

Year 12, Unit 4

How can two contradictory models explain both light and matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter.

They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour.

Students further investigate light by using a particle model to explain its behaviour.

A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study

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

Unit 4 School-assessed Coursework 19%
(excluding detailed study)

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

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.
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

• How does the brain function?
• What influences psychological development?
• Student-directed research investigation

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

• What influences a person’s perception of the world?
• How are people influenced to behave in particular ways?
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 the limitations and fallibility of memory and how memory can be improved.

Students examine the biological, psychological and social factors that influence learning and memory.

**Areas of Study**

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

**Unit 3 School-assessed Coursework 16%**

### Year 12, Unit 4

**How is wellbeing developed and maintained?**

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour.

They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning.

Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder.

They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Students examine the contribution that classical and contemporary research has made to the understanding of consciousness and the development of an individual’s mental functioning and wellbeing.

**Areas of Study**

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation

**Unit 4 School-assessed Coursework 24%**

**Unit 3 and 4 End of-Year Examination 60%**
Year 11, Unit 1

Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing.

Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.

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

Areas of Study

• The business idea
• External environment
• Internal environment

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 various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Areas of Study

• Legal requirements and financial considerations
• Marketing a business
Year 12, Unit 3

Managing a business

Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

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

They consider corporate culture, management styles, management skills and the relationship between each of these.

Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Areas of Study

• Business foundations
• Managing employees
• Operations management

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

Unit 3 School-assessed Coursework 25%

Unit 4 School-assessed Coursework 25%

Units 3 and 4 End-of-year Examination 50%
Year 11, Unit 1

Hazards and disasters

Students undertake an overview of hazards, both natural and caused by humans, before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events.

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of volcanoes and earthquakes, to regional and global hazards such as drought and infectious disease.

This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Areas of Study
- Characteristics of hazards
- Response to hazards and disasters

Year 11, Unit 2

Tourism

Students investigate the characteristics of tourism, with particular emphasis on where it has developed its various forms, how it has changed and continues to change and why people travel to these places.

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.

Areas of Study
- Characteristics of tourism
- Impact of tourism
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.

Areas of Study
Students investigate three major processes that are changing land cover in many regions of the world:
• deforestation,
• desertification,
• melting glaciers and ice sheets.
Students investigate the distribution and causes of these three processes.
• Land use change
• Land cover change

Unit 3 School-assessed Coursework 25%

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.

Areas of Study
• Population dynamics
• Population issues and challenges

Unit 4 School-assessed Coursework 25%
Units 3 and 4 End-of-year Examination 50%
Political Studies Units 1 and 2

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

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

“How can Donald Trump run for the US Presidency?”

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

Year 11, Unit 1

The national citizen

Students are introduced to the nature of politics and how individuals, groups and countries use power and influence.

Students consider how individuals can engage in politics, ideologies and active citizenship.

They will explore the operation and nature of contemporary Australian representative democracy and what are the fundamental principles of our system.

Students explore key questions about the nature of political systems and democracy. They will develop in depth knowledge of the Australian political systems and how ordinary citizens can have a say in the politics of the nation.

Areas of Study
• Power, politics and democracy
• Exercising and challenging power

Year 11, Unit 2

The global citizen

Students are introduced to politics on a global scale.

Students examine their place within a global world community and how ‘global citizenship’ is possible.

Key topics covered include globalisation and how countries work together to solve problems.

Students will examine at least two examples of global cooperation – such as health, the environment and human rights and two examples of global conflict – such as drug wars and terrorism.

Students will develop in depth knowledge about key organisations like the United Nations and Non-Governmental organisations, as well as evaluate the effectiveness of these groups to change how the global community functions.

Areas of Study
• Global threads
• Global cooperation and conflict
Year 12, Unit 3

Global Actors
Students investigate the range of ‘actors’ in politics – from countries, to individuals to businesses. Students will use current examples of how these groups have influenced and effected the way the world works through their involvement in politics. Students will explore the goals and ambitions of countries and their people. They will investigate how countries are helped and hindered by international organisations and how international businesses now form a major new player on the global stage. Students will look in detail at one Asia-Pacific Country, such as Australia, Indonesia, China or the United States. They will investigate how they form friendships and alliances with other countries to achieve their aims and what they do when they encounter rivalries with other countries.

Areas of Study
- Global actors
- Power in the Asia-Pacific region

Year 12, Unit 4

Global Challenges
Students will investigate the challenges facing the global community. Students will look at debate surrounding two ethical issues and two crises. They will examine how the global community deals with these problems and what can be done to stop these problems reoccurring. Students will look at the effectiveness of the various groups in tackling these problems and the challenges that they face. Examples of the ethical issues that may be studied include Refugees and the movement of People and Weaponry Disarmament. Examples of crisis issues that may be studied include Climate Change, Economic instability and War and Terrorism.

Areas of Study
- Ethical issues and debates
- Global crises

Unit 4 School-assessed Coursework 25%
Units 3 and 4 End-of-year Examination 50%
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

Twentieth century history (1918-1939)

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

Twentieth century history (1945-2000)

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

• Competing ideologies

• Challenge and change

HISTORY STUDIES CAN LEAD TO:

Writer
Librarian
Publisher
Political scientist
Criminologist
Historian

Lawyer
Archaeologist
History Units 3 and 4

Students investigate the significant historical causes and consequences of two political revolutions.

Revolutions are periods of great change and turmoil, acting as major turning points in history. They bring about the collapse and destruction of the old social order and the establishment of a new society.

Year 12, Unit 3

**History: revolutions**

In Unit 3, students study the French Revolution of 1789. They will understand how the failings of the French society and the disappointing Louis XVI and his Queen Marie Antoinette brought about the fall of the French monarchy.

They will 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 on by Revolution.

**Areas of Study**

- The French Revolution of 1789
- Causes of revolution
- Consequences of revolution

*Unit 3 School-assessed Coursework 25%*

Year 12, Unit 4

**History: revolutions**

In Unit 4, students study the Russian Revolution of 1917.

They will 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 on by Revolution.

**Areas of Study**

- The Russian Revolution of October 1917
- Causes of revolution
- Consequences of revolution

*Unit 4 School-assessed Coursework 25%*

*Units 3 and 4 End-of-year Examination 50%*
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
Criminal law in action
This unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and settled and possible outcomes and impacts of crime. Through a consideration of current cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.
Students also consider the role of parliament and other authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.
Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Areas of Study
• Law in society
• Criminal law
• The criminal courtroom

Year 11, Unit 2
Issues in civil law
The unit focuses on the effective resolution of civil disputes. It looks at the legal claims available to individuals in our legal system to enforce their civil rights against others, along with possible defences and remedies for successful parties. The processes and procedures for civil legal action through our court system are examined.

As well as the judicial procedure to resolve civil disputes, the unit investigates alternative avenues of dispute resolution and their effectiveness.

Students undertake a detailed investigation of a specific area of civil law, such as family law. Through examination of an Australian case, students also see evidence of individuals shaping the law by taking action through our court system to protect their rights.

Areas of Study
• Civil law
• The civil law in action
• The law in focus
• A question of rights

LEGAL STUDIES CAN LEAD TO:

Police Officer
Lawyer
Public Servant
Tipstaff
Judge
Solicitor

Paralegal
Welfare Rights
Customs Officer
Prison Guard
Public prosecutor
Emergency Services
Legal Studies Units 3 and 4

“How are laws made?”

“How are laws changed?”

“How are disputes resolved?”

Year 12, Unit 3

Law making

This unit focuses on the institutions which determine laws and the processes by which laws are made. It considers why laws are necessary, and the main types of laws which exist within the community. It also explores the way in which an individual working alone, or as a member of a group, can influence change to the law, and considers the impact of the Commonwealth Constitution on the operation of the legal system.

Areas of Study

• Parliament and the citizen
• Constitution and the protection of rights
• Role of the courts in law-making

Unit 3 School-assessed Coursework 25%

Year 12, Unit 4

Resolution and justice

This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures which operate within the legal system. It also includes review of the operation of the legal system, giving consideration to its strengths and weaknesses, and possible areas for change and reform.

Areas of Study

• Dispute resolution methods
• Court processes and procedures, and engaging justice

Unit 4 School-assessed Coursework 25%
Units 3 and 4 End-of-year Examination 50%
Music Performance Units 1 and 2

Students should have been learning an instrument for at least 1-2 years (if they wish to terminate at the end of Unit 2) and at least 3 - 4 years if they wish to continue to Units 3 and 4. The only exception might be singers who would be subject to an audition to assess their suitability.

Year 11, Unit 1

These units focus on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension.

Students present a solo and a group performance, demonstrate prepared technical works and perform previously unseen music.

Skills will be developed in analysis of music; composition and improvisation.

Areas of Study
- Performance
- Performance technique
- Musicianship

MUSIC STUDIES CAN LEAD TO:
- Vocalist
- Sound Technician
- Musician
- Band Manager
- Composer
- Entertainer
- Teacher
- Music Conductor
- Disc Jockey
- Entertainer

Year 11, Unit 2

These units focus on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension.

Students present a solo and a group performance, demonstrate prepared technical works and perform previously unseen music.

Skills will be developed in analysis of music; composition or improvisation.

Areas of Study
- Performance
- Performance technique
- Musicianship
- Organisation of sound
Students choose whether they will present their external end-of-year examination as either a Soloist or as a member of a Group. The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for solo performance. Students will present a live performance of works selected from the Units 3 and 4 Prescribed List of Notated Solo Works published annually on the Victorian Curriculum and Assessment Authority website.

Music Performance Unit 3 and 4

Year 12, Unit 3

This unit prepares students to present convincing performances of group and solo works. Students select a program of group and solo works representing a range of styles and diversity of character for performances. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Areas of Study
• Performance
• Performance technique
• Musicianship

School-assessed Coursework 20% (Performance techniques, technical work/exercises, unprepared performance and aural, written and practical components)

Year 12, Unit 4

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Areas of Study
• Performance
• Performance technique
• Musicianship

School-assessed Coursework 10% (Performance techniques, technical work/exercises, unprepared performance and aural, written and practical components)

External End-of-year Performance Examination 50% (25-40 minute solo or group performance)

End-of-Year Aural and written examination 20% (aural and theory exercises)
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 benefits, and these benefits can apply to anyone.

Year 11, Unit 1

Dramatic storytelling
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 drama performances presented by other practitioners

Year 11, Unit 2

Non-naturalistic Australian drama
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 a devised performance
• Analysing Australian drama performance

Undertaking Units 1 & 2 at Year 11 is recommended before taking on Year 12 Drama.
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 non-naturalistic 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 non-naturalistic ensemble performance
- Responding to devised ensemble performances
- Analysing non-naturalistic performance

*Unit 3 School-assessed Coursework 30%*

**Year 12, Unit 4**

**Non-naturalistic 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**

- Working with stimulus material
- Devising a non-naturalistic solo performance
- Analysing devised non-naturalistic solo performance

*Unit 4 School-assessed Coursework 10%

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

*Unit 3 and 4 End-of-year Performance 35%*
Art Units 1 and 2

**Year 11, Unit 1**

**Artworks, experience and meaning**

In this unit students begin to explore different materials and techniques, which can be used to create art such as:

- Drawing
- Photography
- Painting
- Collage
- Sculpture
- Multimedia
- Digital Media
- Textiles
- Installation

In their practical work they will explore areas of interest to them and begin to develop a folio of work that can later be used as the basis for entry into higher education courses.

They 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 messages and meaning.

During this unit students will study artists from different societies, cultures and historical periods. They will choose three artists that they would like to learn more about and explore in detail one artwork from each of these artists.

**Areas of Study**

- Artworks and meaning
- Art making and meaning

**Year 11, Unit 2**

**Artworks and contemporary culture**

In this unit students will continue to develop a folio of work based around their own ideas and interests. They will continue to explore a variety of materials and techniques (see Unit 1 description) and begin to develop their own art making style.

They will explore how their own culture and experiences have influenced their artwork.

They will investigate how artworks can express cultural and contemporary (current) ideas and themes such as racism, global warming, same sex marriage equality, bullying, war, religion, poverty, politics and gender.

They will explore why and how different types of art are created for exhibitions, art prizes, public art, newspaper cartoons, festivals and community art.

They gain an understanding of the new ways in which artworks are being created and displayed, such as street art, environmental and ephemeral art.

**Areas of Study**

- Contemporary artworks and culture
- Art making and contemporary culture

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**THE ARTS CAN LEAD TO:**

- Artist
- Art Gallery Director
- Architect
- Advertising Agent
- Animator
- Photographer
- Makeup Artist
- Interior Decorator
- Illustrator
- Body Artist
- Set Designer
- Beautician
- Cartoonist
- Fashion Designer
- Film Maker
- Florist
- Gallery Worker
- Jeweller
- Landscape Designer
- Painter
- Sculptor
- Sign Writer
- Teacher
- Textiles
- Theatre Lecturer

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All The Arts subjects include a folio of work. Additional time outside of class will be required to finalise folios.
Art Units 3 and 4

“Explore a theme or idea…”

“How do artists create works using different media, techniques and processes?”

“How does art change the way people think?”

Year 12, Unit 3

Artworks, ideas and values
In this unit students begin a body of work which they will continue to work on throughout the entire year. They will follow the design process to explore a theme or idea of their choosing.
They will investigate, explore and apply a range of materials and techniques including, but not limited to:
- Drawing
- Photography
- Painting
- Collage
- Sculpture
- Multimedia
- Digital Media
- Textiles
- Installation
The will reflect on their own art practices while they develop their own style of artwork.
In this unit the students will study artists who have produced artworks before 1990 and since 1990.
They study contemporary art (contemporary art is considered to be any artworks produced after 1990) and the new ways in which artists are creating works using different media, techniques and processes.
Areas of Study
- Interpreting Art
- Investigation and Interpretation through Art making

Units 3 School assessed Coursework 10%

Year 12, Unit 4

Artworks, ideas and viewpoints
In this unit students continue to develop and expand the body of work they began in Unit 3. They will further develop their art making and then refine their pieces into final works.
At the end of the unit students present a body of work exploring their chosen theme/idea. It will include at least one finished artwork which will be accompanied by a visual diary which shows how the work has been developed.
Student develop their understanding of and viewpoints on different art ideas and/or issues.
They explore and discuss how art can change the way people think and then choose an art idea or issue that they would like to explore. They select at least one artists and their artwork and use this as a way of discussing a particular art idea or issue.
Some ideas that may be explored include:
- Street Art – is it really art?
- Women in art – how is the role of women in art, different to men?
- The body in art – what is acceptable?
- Censorship in art – when should art be censored?
Areas of Study
- Discussing Art
- Realisation and Resolution

Unit 4 School-assessed Coursework 10%
Unit 4 School-assessed Task 50%
Units 3 and 4 End-of-year Examination 30%
Year 11, Unit 1

Studio inspiration and techniques
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks.

Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.

Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Areas of Study
- Researching and recording ideas
- Studio practice
- Interpreting art ideas and use of materials and techniques

Year 11, Unit 2

Studio exploration and concepts
In this unit students focus on establishing and using a studio practice to produce artworks.

The studio practice includes documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms.

Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary.

Artworks made by artists from different times and cultures are analysed to understand developments in studio practice.

Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Areas of Study
- Exploration of studio practice and development of artworks
- Ideas and styles in artworks

STUDIO ARTS CAN LEAD TO:
- Art Teacher
- Conservator
- Fashion Designer
- Landscape Gardner
- Vehicle Painter
- Jeweller
- Photographer
- Makeup Artist
- Interior Decorator
- Illustrator
- Body Artist
- Set Designer
- Artist
- Art Gallery Director
- Architect
- Advertising Agent
- Animator
- Architect
Year 12, Unit 3

**Studio practices and processes**
In this unit students develop and use an exploration proposal to define an area of creative exploration. The exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal.

From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

**Areas of Study**
- Exploration proposal
- Studio process
- Artists and studio practices

**Unit 3 School-assessed Coursework 5%**
**Unit 3 School-assessed Tasks 30 %**

Year 12, Unit 4

**Studio practice and art industry contexts**
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link to the ideas resolved in Unit 3.

To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

**Areas of Study**
- Production and presentation of artworks
- Evaluation
- Art industry contexts

**Unit 4 School-assessed Coursework 5%**
**Unit 4 School-assessed Tasks 30 %**
**Units 3 and 4 End-of-year Examination 30%**
Media Units 1 and 2

"What's real and what isn't?"

Year 11, Unit 1

Representation and technologies of representation

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.

Students will take a peek behind the curtain and see how representations in the media are constructed, and learn about the relationship between media and technology.

They will look at the impact of new technology on the media and ask,

“What does it mean to be an artist in the 21st century?”

And naturally, they will have a chance to use these technologies to create their own media artworks, be it film, print or radio.

Express yourself, or a version of yourself.

Areas of Study

- Representation
- Technologies of representation
- New Media

Year 11, Unit 2

Media production and the media industry

Ever wonder how a film production goes from its initial stages to finished product? Curious to find out just how many occupations and duties are involved in the media? Ever wondered what a gaffer or best boy does?

Unit 2 will introduce students to industry practice and give them an understanding of the specialist production roles involved at various stages of film making.

Then they will take on the duties and responsibilities of one of these roles to work collaboratively with others in the creation of a media product, such as a short film or documentary.

Students will also look at the Australian media industry:

What gets made? Why? By whom? And where does the money come from?

They will find out just how all of our quality Australian media products get made. The answers may be quite surprising.

Areas of Study

- Media Production
- Media Industry Production
- Australian Media Organisations
Media Units 3 and 4

“What makes a good story?”
“How is a story made?”

Year 12, Unit 3

Narrative and media production design

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

In this unit students will learn about the twin pillars that prop up every good narrative: production elements and story elements.

By analysing two media texts students will learn to recognise how these various elements are utilised to engage audiences, then employ their knowledge in the creation of two production exercises of their own.

Students will also prepare for their major media product, by creating a production folio that details their planning for film, animation, radio/audio show, print production or multimedia piece- it’s their choice.

Areas of Study
• Narrative
• Media Production Skills
• Media Production Design

Year 12, Unit 4

Media process, social values and media influence

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 skill and editing, sound mixing, colour grading and a host of other media processes.

They will also become cultural archaeologists, and investigate a series of media texts to determine how they are reflective of the social values of that time.

Finally, students will critically assess the role and influence the media has on societies and cultures.

Areas of Study
• Media Process
• Social Values
• Media Influence

Unit 3 School-assessed Coursework 6 %
Units 3 and 4 School-assessed Tasks 37%
Units 3 and 4 End-of-year Examination 45%

MEDIA STUDIES CAN LEAD TO:
Web Designer
Writer
Radio Producer
Film and Tv Producer
Actor
Animator
Games Developer
Year 11, Unit 1

Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. Students learn drawing and design skills, which will help them to create works which communicate messages and ideas. They practise observational, technical and visualisation drawing methods, which will help them explore their ideas in later units.

Areas of Study

- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

Year 11, Unit 2

Applications of visual communication design

In this unit students develop design work to meet a specific purpose from a designated design field. They will apply their design knowledge, design thinking and drawing skills to develop these works. Students investigate how typography and imagery are used and also explore ways in which images can be manipulated to communicate different ideas. Students learn about the design process and how they can use it to organise their thinking. They will learn how to solve design problems and how to present their design ideas. They will be given a brief and then follow the stages of research, generation of ideas and development of concepts before refining their ideas and creating pieces of visual communication.

Areas of Study

- Technical drawing in context
- Type and imagery
- Applying the design process
Year 12, Unit 3

**Design thinking and practice**

In this unit students learn about how designers work with clients, target audiences, other designers and specialists like builders, manufacturers or artists. They then use this research to develop and improve their own visual communication design work.

Students will investigate a range of design work from different historical and current design fields. These will provide inspiration and starting points for the students to develop their own work.

Students develop their own design brief and begin to work through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

**Areas of Study**

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

**Unit 3 School-assessed Coursework 20%**

**Unit 3 School-assessed Tasks 20%**

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Year 12, Unit 4

**Design development and presentation**

The focus of this unit is the development of two design ideas and the creating of two final pieces of visual communication.

These must meet the requirements of the design brief developed in Unit 3.

**Areas of Study**

- Development of design concepts
- Final presentations
- Evaluation and explanation

**Unit 4 School-assessed Coursework 5%**

**Unit 4 School-assessed Tasks 20%**

**Units 3 and 4 End-of-year Examination 35%**
Food Studies Units 1 and 2

VCE Food Studies examines the background to Australia’s varied and abundant food supply, and explores reasons for our food choices. This study is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

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 will look at how humans have sourced their food throughout history and how food is produced in different areas around the world.

Area of Study 2 students will 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 will investigate the concept of an Australian cuisine and the influence of different cuisines in our country.

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

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

Areas of Study
• Food around the world
• Food in Australia

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

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

Areas of Study
• Food industries
• Food in the home

FOOD STUDIES CAN LEAD TO:

Dietician
Caterer
Chef
Bar Attendant

THIS SUBJECT WILL INCUR A LEVY.

Nutritionist
Health Promotion
Wine Maker
Hospital Food Service Manager

UPPER YARRA SECONDARY COLLEGE
Year 12, Unit 3

Food in daily life
This unit investigates the influences of food. Area of Study 1 will explore the science of food: our need for it and how it helps and harms our bodies. Students investigate the 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 will focus 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 choice, 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. They will look at different food trends and diets. They will learn about food labelling, marketing and food packaging.

Areas of Study
- Environment and ethics
- Navigating food information

Unit 4 School-assessed Coursework 30%
Units 3 and 4 End-Of-Year Examination 40%
Year 11, Unit 1

**Product re-design and sustainability**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices.

Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Students will also learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer.

**Areas of Study**

- Product re-design for improvement
- Producing and evaluating a redesigned product

Year 11, Unit 2

**Collaborative design**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems.

Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors.

**Areas of Study**

- Designing within a team
- Producing and evaluating a collaboratively designed product
Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably.

**Year 12, Unit 3**

**Applying the product design process**

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client developed through a design process and influenced by a range of design factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Design and product development and manufacture occur in a range of settings. An industrial setting is different to that of a ‘one-off situation’ or a school setting.

Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context.

This unit examines different settings and takes students through the product design process as they design for others.

**Areas of Study**

- The designer, client and end-user in product development
- Product development in industry
- Designing for others

**Year 12, Unit 4**

**Product development, valuation and promotion**

In this unit students learn that evaluations are made at various points of product design, development and production.

In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client.

Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors.

The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

**Areas of Study**

- Product analysis and comparison
- Product manufacture
- Product evaluation

**Unit 4 School-assessed Coursework 8%**

**Unit 4 School-assessed Task (folio) 50%**

**Unit 3 and Unit 4 End-of-year Examination 30%**
The purpose of the VCAL Literacy Skills units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life. Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

**Foundation Reading and Writing**

The purpose of this unit is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects.

**Oral Communication**

At the end of this unit students will be able to use and respond to spoken language around everyday subject matter, which may include some unfamiliar aspects, for a range of purposes in a number of contexts that may be interrelated.

**Intermediate Reading and Writing**

The purpose of this reading and writing unit is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters that include some unfamiliar aspects or material.

At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the unit learners will be able to read, comprehend and write a range of texts within a variety of contexts.

**Oral Communication**

The Intermediate Oral Communication Unit focuses on enabling learners to use and respond to spoken language, including some unfamiliar material within a variety of contexts.

**Senior Reading and Writing**

This level focuses on developing skills for further study. The reading and writing unit aims to enable learners to develop the skills and knowledge to read and write complex texts.

The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text. Learners who successfully complete this unit will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

**Oral Communication**

At the end of this unit learners will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.
Underpinning the VCAL Numeracy Skills units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the Literacy Skills units, the purpose of the Numeracy Skills units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

Numeracy and mathematics are used in all these social contexts.

**Foundation Numeracy**

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

The mathematics involved includes measurement, shape, numbers and graphs that are part of the students’ normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time, etc.

On successful completion of this unit students will be able to perform everyday mathematical tasks that involve a single mathematical step or process.

Their communication about mathematical ideas would mainly be spoken rather than written responses.

**Intermediate Numeracy**

The purpose of this numeracy unit is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community.

At the completion of this unit, learners will be able to undertake a series of numerical tasks with some confidence, including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and to communicate their ideas both verbally and in writing.
Numeracy Skills

Senior

Numeracy

The Senior level unit aims to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers, workplace documents and procedures, and specific projects at home or in the community. The mathematics covered includes measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies. Learners who successfully complete the unit are expected to have the capacity to interpret and analyse how mathematics is represented and used, and to recognise and use some of the conventions and symbolism of formal mathematics.

Advanced Senior

Numeracy

This level of the VCAL Numeracy Skills units has a focus on learning mathematics for further study and includes a solid basis to the knowledge and skills belonging to several formal areas of mathematics.

The mathematics involved includes: numerical calculations and analysis of graphical data required for interpreting information about society; the use of formulae and their graphs, algebraic techniques and problem-solving strategies; and familiarity with fundamental processes of at least two selected specialist mathematical areas.

At the end of this level learners will be able to confidently perform calculations using a variety of methods. They will be able to interpret and use the formal processes and conventions of the chosen fields of mathematics in order to solve problems, and to communicate their problem-solving processing in writing, using a variety of informal and formal language.

Numeracy Skills

Work-Related Skills

Foundation, Intermediate, Senior

The purpose of the Work Related Skills (WRS) strand is to develop employability skills, knowledge and attributes valued within the community and work environments as a preparation for employment.

The Work Related Skills units are designed to:

• integrate learning about work skills with prior knowledge and experiences
• enhance the development of employability skills through work related contexts
• develop critical thinking skills that apply to problem solving in work contexts
• develop planning and work related organisational skills

Personal Development Skills

Foundation, Intermediate, Senior

The purpose of the Personal Development Skills (PDS) strand is to develop knowledge, skills and attributes that lead towards:

• the development of self
• social responsibility
• building community
• civic and civil responsibility, e.g. through

In Unit 1, for all levels, the content of learning programs should link to one of the following curriculum contexts:

• personal development (self)
• health and wellbeing
• education
• family.

In Unit 2, for all levels, the content of learning programs should link to one of the following curriculum contexts:

• community engagement
• social awareness
• civic and civil responsibility
• active citizenship.