



VCE Curriculum

YEAR 11 AND YEAR 12 2025



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

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

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

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

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

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

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

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

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

:	Coursework for Unit 3	25%
	Coursework for Unit 4	25%
	Examination (end of year)	50%
	Coursework for Unit 3	2

Available to: Year 11 students

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

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

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

Case studies/written analysis tasks

Student Design Portfolio

Production of product

End of semester examination

In this unit, students specifically examine social and/or physical influences on design. They

Available to: Year 12 students

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

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

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to solve the problem. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to

Available to: Year 11 students

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

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

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

Available to: Year 12 students

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

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in

Available to: Year 10 and Year 11 students

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

Available to: Year 11 and Year 12 students

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

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports to 2.4 (d)-86. i.4 (d)-86.14a an-2.9 (iu)-8.5 (n-8.5)

Available to: Year 10 and Year 11 students

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

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.

Available to: Year 11 and Year 12 students

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

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

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Year 11 and Year 12 students

Law and the Economy Units 1 & 2 Economics Units 3 & 4
Economics

Available to: Year 10 and Year 11 students

Available to: Year 11 students

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

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise

Available to: Year 12 students

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

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

Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived

Describe, analyse and evaluate the use of processes, making techniques and skills to create, develop, and present a devised ensemble performance

Analyse and evaluate a professional drama performance

This unit focuses on the development and presentation of devised solo work and performances.

It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions.

Available to: Year 10 and Year 11 students

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

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

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

In ~~the~~ ~~unit~~ ~~st~~ students focus on developing an innova14/MCID 8 >6ave54.1 ()-11 (s)6.8 (o)-9.3 (l)-3 (u)10.

Available to: Year 11 and Year 12 students

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

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

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

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

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

Case study with structured questions

Written report or visual report

In Unit 3, Outcome 2, and Unit 4, Outcome 1, students will be assessed through a School Assessed Task

End of year examination

Available to: Year 10 and Year 11 students

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

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Available to: Year 11 and Year 12 students

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

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship
Pe

Available to: Year 11 students

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

The focus of Units 1 & 2 is the reading, viewing and analysis of texts for comprehension, discussion, crafting and analysis. The aim is to continue to develop competence in a variety of written forms, and in the use of oral communication, to interact ~~po~~ly, critically and confidently with audiences in formal and informal settings. There are no prerequisites for entr2.3 (t)-265

Available to: Year 11 EAL students

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

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

Reading and creating texts two essay responses, one analytical and one creative, for two different texts

Crafting texts two texts written for a specific purpose and audience

Analysing and presenting argument two language analysis tasks, two point of view tasks (one written, one oral)

End of semester examination

Available to: Year 10 and Year 11 students

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

Available to: Year 11 and Year 12 students

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

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

explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status of population groups within Australia

understand the biological, sociocultural and environmental factors that contribute to the health of all Australians

identify public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

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

analyse similarities and differences in health status and burden of disease globally

identify the characteristics of high, middle and low income countries

explain the concepts of human development, including the advantages and disadvantages of the Human Development Index

understand the concept and dimension of sustainability and its role in the promotion of health and wellbeing

identify the implications for health and wellbeing of global trends such as climate change,

Available to: Year 10 and Year 11 students

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

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Students will explore different kinds of hazards

Available to: Year 11 and Year 12 students

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

This unit focuses on two investigations of geographical change: change to land 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 and 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, interactions with (n)2.4 ()-11h4 (s)1C-0.6 (s)-15 (e)-16.7 (..9 (o)-148d

Available to: Year 10 and Year 11 students

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

The first half of the twentieth century was a period marked by significant change. The traditional order of the nineteenth century was challenged and overturned to ideology and conflict. Societies and individuals were in a state of flux where more change seemed to be the only certainty. Unit 1 focuses on the period in Germany following World War I through to World War II. It investigates the rise and fall of democracy followed by the rise of Nazism and Adolf Hitler, and the role that ideology, politics and the economy had in these changes. The causes of World War II are explored and debated. Exploration into the changes in society and culture are explored with significant depth, looking at art, film, music, gender and sport. The plight of the Jews during this period is studied through the examination of social and cultural change during the period, this includes visiting the Jewish Holocaust Centre and viewing such films as 'Schindler's List', 'The Pianist', 'Life Is Beautiful' and 'Cabaret'.

Unit 2 examines some of the main events, competing ideologies and social and challenges and changes that occurred following the end of the Second World War in 1945. It explores the causes, course and consequences of the Cold War, including the birth of the atomic age, the role of the United Nations and the series of proxy wars that followed. The course examines the conflicting political ideologies, in particular communism, democracy and nationalism. The roles and involvements of the USA and USSR are examined.

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 9 Images of War and/or Larrikins, Losers and Leaders and/or Yankees, Indians and Rebels and/or Year 10 War Boom and Bust and/or Year 10 Australia and the World Units 1 & 2 Modern History Units 3 & 4 Australian History

In this unit, students investigate the historical role of humans in shaping the Australian landscape and ways in which the environment influenced human activity. Aboriginal and Torres Strait Islander peoples managed and actively changed the land in response to the environmental features and conditions of the Australian continent. Their perspectives towards land and sea are contrasted with colonisers and settlers whose different beliefs about and uses of land also changed the environment. Students also investigate the way in which Australian's perspectives of the environment changed and remained the same after 1950. They consider

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 9 Images of War and/or Larrikins, Losers and Leaders and/or Yankees, Indians and Rebels and/or Year 10 War Boom and Bust and/or Year 10 Australia and the World Units 1 & 2 Modern History Units 3 & 4 History- Revolutions

Unit 3 focuses on the American Revolution. What are the causes and consequences of revolution? How important was the role of George III in the onset of the revolution, or were revolutionary ideas more significant? The ideas emerging from the American Revolution have had a significant influence on contemporary values and attitudes, particularly modern government. Unit 3 explores the meaning of revolutions and addresses the need for debate and reasons for action of different people in different situations. Why did the American colonies declare Independence? What ideology underpinned the revolutionary movement? What were the outcomes of the War of Independence, and how was the new society shaped around government?

Available to: Year 11 and Year 12 students

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

Available to: Year 10 and Year 11 students

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

Available to: Year 10 and Year 11 students

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

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

For they are that:

students must not have had 12 months or more education where Chinese is the main medium of instruction OR

three years (36 months) or more residence in any of the 44 nominated countries/regions, including China, Taiwan, Hong Kong, or Macau

For they are that:

students cannot have had seven years of education where Chinese is the main medium of instruction

the highest level of education in a school where Chinese is the main medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

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

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

Oral task

Listening, reading and/or viewing tasks

Writing task

End of semester examination

Available to: Year 11 and Year 12 students

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

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

For they are that:

students must not have had 12 months or more education where Chinese is the main medium of instruction OR

three years (36 months) or more residence in any of the 44 nominated countries/regions, including China, Taiwan, Hong Kong, or Macau

For they are that:

students cannot have had seven years of education where Chinese is the main medium of instruction

the highest level of education in a school where Chinese is the main medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

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

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

Oral tasks

Listening, reading and/or viewing tasks

Writing tasks

End of year oral and written examinations

Available to: Year 12 students

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

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

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

Available to: Year 11 students

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

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

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

Available to: Year 12 students

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

Topics covered during Unit 3 centre around social issues for young people, immigration, racism and discrimination, volunteer work, tourism and travel to Figrro

Available to: Year 11 (for students who have completed 10A Mathematics and if approved by the Head of Mathematics) and Year 12 students

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

Unit 3 consists of two areas of study that comprises 'Data analysis' and 'Recursion and financial modelling'. 'Data analysis' comprises 40 per cent of the unit. 'Recursion and financial modelling' comprises 40 per cent of the unit. Total time 40a an c c c caaHa9.3 9

Available to: Year 11 students who study also or have studied Units 1 & 2 Mathematical Methods. It is recommended students select this subject only if their average grade in 10A Mathematics is 80% or higher. An average grade below this will require a discussion with the Head of Mathematics and additional assessed work to have been successfully completed before approval is given.

Suggested Pathway: Year 10A Mathematics Units 1 & 2 Specialist Mathematics Units 1 & 2 Mathematical Methods Units 3 & 4 Mathematical Methods Units 3 & 4 Specialist Mathematics

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

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

Topic tests conducted without the use of CAS technology

Assessment tasks conducted using CAS technology

End of semester examinations (2)

Available to: Year 10 and 11 students (prior approval required by the Director of Performing Arts)

Suggested Pathway: Year 10 Music Performance Units 1 & 2 Music Performance Units 3 & 4 Music Performance

In this unit students explore and develop their understanding of how music is organised by performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical0.9 (e)-2.-2.98 (a)-mstl0.9

Available to: Students who have completed Units 1 & 2 Music Performance, or by approval from the Director of Performing Arts

Suggested Pathway: Year 10 Music Performance Units 1 & 2 Music Performance Units 3 & 4 Music Performance

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

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

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

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

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

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

Solo and group performance internally and externally assessed 20-minutes

Analysing for performance

Aural and theory skills

Analysis of music

Music analysis

End of year external performance and written examination

Available to: Students who have completed Units 1 & 2 Music Performance, or by approval from the Director of Performing Arts

Suggested Pathway: Year 10 Music Performance Units 1 & 2 Music Performance Units 3 & 4 Music Performance

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

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

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

Available to: Year 11 and Year 12 students

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

Unit 3 considers the ecological, historical and social contexts of relationships between the natural and human environments.

Available to: Year 11 students and Year 10 students who have averaged 70% or higher in Year 9 Science

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

In Unit 1 'How do organisms regulate their functions?':

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

Available to: Year 11 and Year 12 students

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

1. *What is the role of nucleic acids and proteins in maintaining life?* Students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.
 2. *How are biochemical pathways regulated?* Students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.
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1. *How do organisms respond to pathogens?* Students explore the structure and function of the immune system and the role of various components in responding to pathogens. They investigate the role of the immune system in maintaining health and the implications of immunodeficiency and immunisation. Students compare the structure and function of different types of pathogens and the role of the immune system in responding to them. They investigate the role of the immune system in maintaining health and the implications of immunodeficiency and immunisation.

Available to: Year 11 students only

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

Available to: Year 12 students

Suggested Pathway:

Available to: Year 11 students only

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

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

1. *Area of Study 1: How are light and heat explained?* Students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirrors and rainbows. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.
2. *Area of Study 2: How is energy from the nucleus utilised?* Students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and the environment.

Available to: Year 12 students

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