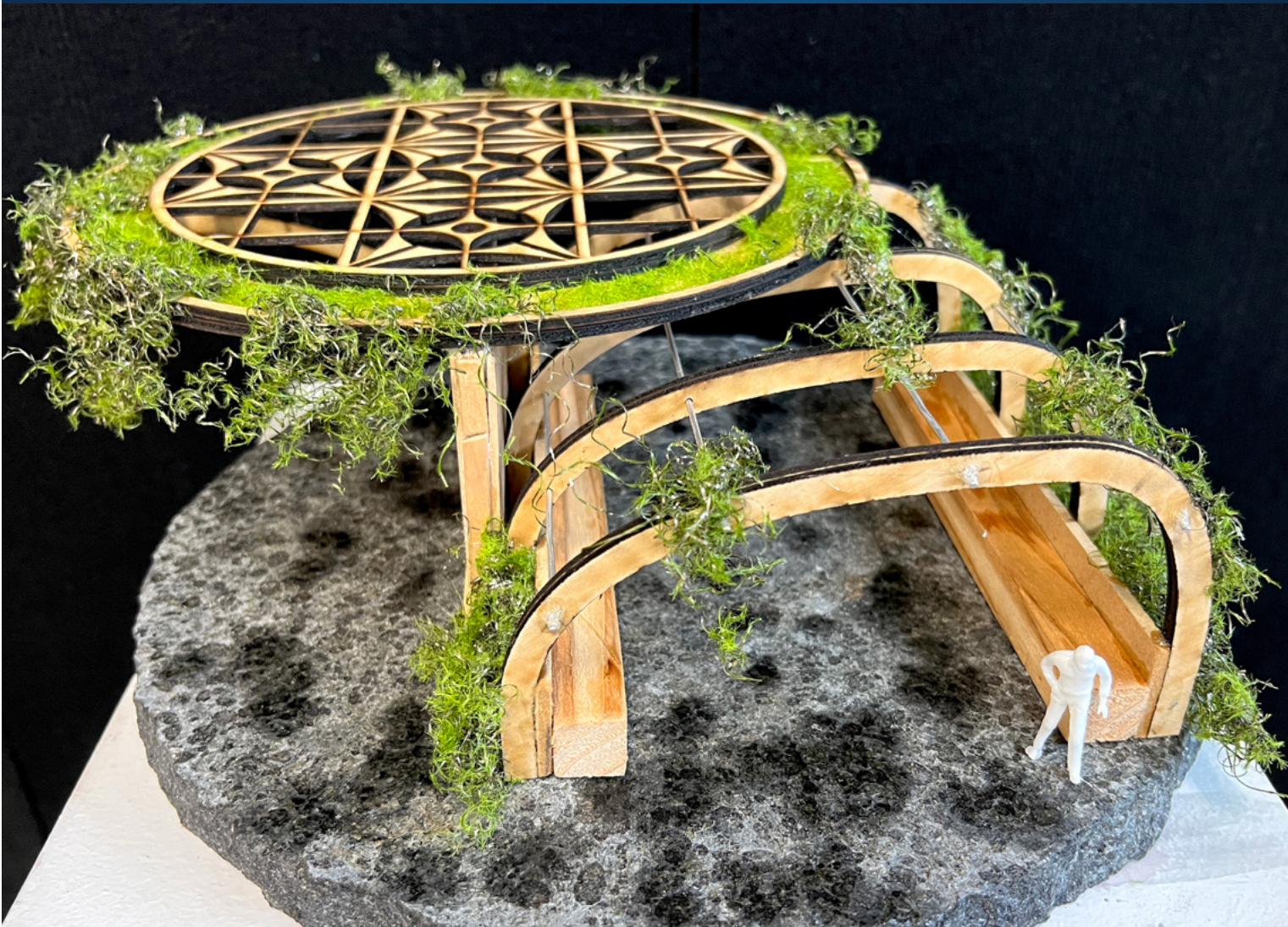




**St Leonard's College**  
An education for life.

# VCE Course Guide

## 2025



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**Front cover:**  
Isabella Scott  
Year 12, 2023  
Unit 3 Visual Communication Design

# Foreword

**This booklet is designed to provide specific information on the studies available in the Victorian Certificate of Education program at Year 11 in 2025 and Year 12 in 2026.**

## Year 11 subject selections

Students entering Year 11 in 2025 have access to information to assist them in choosing their pathway and subjects. This includes:

- Meeting with a course counsellor in Term 2 to review their Morrisby Careers Assessment (MC+), subject strengths, and course prerequisites
- Conversations with their Mentor
- Futures Expo
- VCE/IB Information night
- Booth Night

Once submitted, subject selection forms for students wishing to undertake the IB Diploma Program are reviewed by the IBDP Coordinator and the Head of Year 10. For students wishing to undertake the VCE, subject selection forms are reviewed by the VCE Coordinator and Head of Year 10. Learning behaviours are also considered alongside academic performance and attendance record. Where concerns emerge about a student's ability to successfully complete either program, a meeting is convened and the advice from this meeting is communicated to parents in writing.

All students must commence Year 12 on a five subject program. A reduction in load to four subjects is neither automatic nor guaranteed regardless of whether a Unit 3/4 sequence has been completed in Year 11.

*\* St Leonard's College is in the process of offering a greater number of subjects to accommodate the interests of our student cohort. However, it must be remembered that these classes will only run if there is sufficient interest from students. While every effort will be made to accommodate student preference, strategic decisions will need to be made and students may need to rely on second and third preferences in some cases.*

It is important that students ensure that their choices satisfy any prerequisites for courses they may be interested in for future study. If you have any queries, please do not hesitate to contact us at the College.

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# Commerce Faculty

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## Accounting

### Introduction

Accounting is the process of collecting, recording, reporting, analysing, and interpreting financial and non-financial data and accounting information. This informs decision-making within the business, with a view to improving business performance. Accounting therefore plays an integral role in the successful management of businesses.

Accounting prepares students for a university or Technical and Further Education (TAFE) vocational study pathway to commerce, management, and accounting, leading to careers in areas such as financial accounting, management accounting, forensic (investigative) accounting, taxation, environmental accounting, management, and corporate or personal financial planning.

### Unit 1 – Role of accounting in business

This unit explores the establishment of a business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret, and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of IASBs Conceptual Framework and financial indications to measure business performance. They should also take into account the ethical considerations, including financial, social, and environmental considerations faced by business owners when making decisions.

### Unit 2 – Accounting and decision-making for a trading business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest strategies to the owner to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators and the ethical consideration faced by business owners, including financial, social, and environmental considerations, when making business decisions.

# Commerce Faculty

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## Accounting – Continued

### Unit 3 – Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance as well as the ethical considerations including financial, social, and environmental considerations faced by business owners when making business decisions.

### Unit 4 – Recording, reporting, budgeting, and decision-making

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.

### Assessment

#### Units 1 and 2

School-assessed coursework

#### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Business Management

## Introduction

Business Management examines the ways businesses manage resources to achieve objectives. The Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community, and as informed citizens, consumers, and investors.

## Unit 1 – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business, and the fostering of conditions under which new business ideas can emerge, are vital for a nation's wellbeing.

Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business.

## Unit 2 – Establishing a business

This unit focuses on the establishment phase of a 'business'. Establishing a business involves compliance with legal requirements as well as 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 met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

# Business Management – Continued

## Unit 3 – Managing a business

In this unit, students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations, to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

## 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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

## Assessment

### Units 1 and 2

School-assessed coursework, including structured questions, a research report and case study analysis.

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Economics

There are no prerequisites for entry to Units 1, 2 and 3, however students who intend to undertake Units 3 and 4 are strongly encouraged to undertake Units 1 and 2.

## Unit 1 – Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

## Unit 2 – Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national, and international perspective. They use the tools of data collection, analysis, synthesis, and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national, and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.



# Economics – Continued

## Unit 3 – Australia’s living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.

Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society’s living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia’s living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia’s international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

## Unit 4 – Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards directly and indirectly.

# Economics – Continued

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards. Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

## Assessment

### Units 1 and 2

School-assessed course work

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Legal Studies

## Introduction

Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, lawmakers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality, and access:

- Fairness: all people can participate in the justice system and its processes should be impartial and open
- Equality: all people engaging with the justice system and its processes should be treated in the same way; if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- Access: all people should be able to engage with the justice system and its processes on an informed basis This study enables students to:
  - Understand and apply legal terminology, principles, and concepts
  - Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
  - Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
  - Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
  - Analyse the methods and institutions that determine criminal cases and resolve civil disputes
  - Examine the ability of features of the criminal and civil justice systems to achieve the principles of justice

## Unit 1 – The presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

# Legal Studies – Continued

In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

## Unit 2 – Wrongs and rights

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

## Unit 3 – Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals, and uphold the principles of justice: fairness, equality, and access. In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court, and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

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

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

# Legal Studies – Continued

## Unit 4 – The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## Assessment

### Units 1 and 2

School-assessed coursework. Suitable tasks for assessment in these units include: a folio of exercises, an oral or digital presentation, such as a podcast or video, a Wiki, website or blog, structured questions, a mock trial or role play, a debate, a research report or media analysis, an essay, a question-and-answer session, and tests.

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%



# Politics

## Introduction

What has caused the conflict in Ukraine? How successful have efforts been to stop the global spread of COVID-19? Will the #MeToo movement change Australia? Will the dispute over the South China Sea lead to war?

The study of Politics requires a consideration of a range of important questions and also helps to develop a deep understanding of the key events and theories that continue to shape the world we live in.

In the 21st century, political decisions and actions taken by individuals, organisations and governments are increasingly global in their impact. The study of Politics will enable students to understand and reflect on contemporary domestic and international political issues, problems and events, and the forces that shape them.

Politics is a dynamic and exciting subject, as students study and analyse the most recent national and global events. Case studies and examples must have occurred in the last 10 years.

## Unit 1 – Politics, power, and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. In Area of Study 1, students are introduced to the central concepts of power and legitimacy. Students also investigate the types of political actors within states including Australia, and the sources and forms of their power. They also engage with political thinking through the ideas, institutions and processes that underpin the legitimacy of the Australian system of government. Using one example of a contested political issue.

In Area of Study 2, students focus on the political actors who can move beyond and across national and regional boundaries to pursue their interests globally. Students will engage with political thinking through an inquiry into the power, interests, and perspectives of global actors' responses to an issue.

## Unit 2 – Democracy: stability and change

This unit focuses on the investigation of the key principles of democracy and assesses the degree to which these principles are expressed, experienced, and challenged, in Australia and internationally. In Area of Study 1 students analyse the operation of Australian democracy, democratic institutions, and processes, and assess the political significance of challenges to democratic principles.

# Politics – Continued

This will be done through the study of at least one focus from a list but may include political issues such as Australia's First Nations peoples: voice, treaty, truth or Media ownership, media bias and disinformation.

In Area of Study 2, students will analyse global challenges to the principles of democracy and assess threats to their effectiveness, legitimacy, spread and impact. Again, a case study focus will occur, with students studying at least one focus from a list that includes options such as authoritarianism, global interconnectedness, or state use of violence.

## Unit 3 – Global cooperation and conflict

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. They then examine the causes and consequences of a humanitarian crisis that may have begun in one state, but which has crossed over into neighbouring states. In Area of Study 1, students examine the causes, consequences, and significance of a global issue that by its very nature transcends national or regional boundaries. Students consider the range of factors that may cause conflict, such as social, political, economic, environmental, ideological, cultural and/or technological factors. Students investigate the effectiveness of institutions that facilitate cooperation between global actors.

In Area of Study 2, students examine a contemporary humanitarian crisis from the area of human rights, armed conflict, or the mass movement of people. These are events or series of events that threaten the safety and wellbeing of communities or large numbers of people. Students analyse the causes of their chosen crisis, the interests and perspectives of the actors involved, and evaluate the extent to which political instability and/or change is possible through the responses of political actors.

## Unit 4 – Power in the Indo-Pacific

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Students will focus on one state (chosen by their teacher) from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia, or the United States of America.

In Area of Study 1, students explore power and politics in the Indo-Pacific region. Through a detailed study of the chosen state in the Indo-Pacific region, students analyse its sources of power, its national interests and the actions undertaken to achieve those interests. Students investigate the actions of the state and evaluate the degree to which different forms of power achieve the stated national interests. Students also examine the significant challenges that face the chosen Indo-Pacific state in the pursuit of its interests and assess the extent to which the state's actions and its national interest outcomes contribute to political stability and change.

# Politics – Continued

In Area of Study 2, students assess the impact of Australia's policies, actions, and inactions in the Indo Pacific region. They investigate contemporary Australia perspectives of the national interest in terms of security, economic prosperity, and regional stability, and examine different perspectives on these interests, within Australia and outside Australia's borders.

Students analyse Australia's foreign policy responses to regional issues and crises by investigating Australia's relations with three states, one from the Pacific Islands Forum and two other states from the wider Indo-Pacific region. Students evaluate the degree to which Australia cooperates with three states in the region and evaluates the effectiveness of Australia's responses to issues of concern to the selected states, such as human rights, armed conflict, a mass movement of people, climate changed, global economic instability, development issues, or weapons of mass destruction.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# DigiSTEM Faculty

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## Applied Computing

### Introduction

Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information, and software security. The study examines the attributes of each component of an information system including people, processes, data, and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Applied Computing is underpinned by four key concepts: digital systems, data, and information, approaches to problem solving, and interactions and impact.

Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively, and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social, and economic impacts of information systems, both currently and into the future.

There is one Unit 1 and 2 Course:

- Applied Computing

There are two Unit 3 and 4 Courses:

- Applied Computing: Data Analytics
- Applied Computing: Software Development

# Applied Computing – Continued

In Unit 1, 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 programming languages to develop working software solutions.

In Area of Study 1, students identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet, and data visualisation solutions.

In Area of Study 2, students select and use a programming language to create a working software module to solve hypothetical code-based problems.

In Unit 2, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype, or a product.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

## Assessment

School-assessed coursework – 40%

School assessed task – 20%

End-of-year examination – 40%



# Applied Computing: Data Analytics

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet, and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design, and development stages of the problem-solving methodology.

## Unit 3 – Data analytics, including analysis and design

In this area of study, students access, 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 develop software solutions using databases, spreadsheet, and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation, and testing.

Area of Study 1: On completion of this unit, the student should be able to respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.

On completion of this unit the student should be able to propose a research question, formulate a project plan, collect, and analyse data, generate alternative design ideas, and represent the preferred design for creating infographics or dynamic data visualisations.

## Unit 4 – Data analytics, including development and evaluation and cybersecurity

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

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3.

Area of Study 2 is a study into infographics or dynamic data visualisations, and students evaluate the solutions and project plan.

Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2, students investigate the security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

# Applied Computing: Data Analytics – Continued

## Software tools

- Database software
- Spreadsheet software
- Data visualisation software
- Tool for planning a project

## Assessment

School-assessed coursework – 20%

School assessed task – 30%

End-of-year examination – 50%

# Applied Computing: Software Development

Students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design, and development stages of the problem-solving methodology. They focus on how the information needs of individuals and organisations are met through the creation of software solutions. Lastly the risks to software and data are considered during the software development process, as well as throughout the use of the software solution by an organisation.

## Unit 3 – Programming, analysis, and design

In Area of Study 1, students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use a programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage.

In Area of Study 2, students construct the framework for the development of a software solution that meets a student-identified need or opportunity. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1.

## Unit 4 – Software solutions, interactions, and impact

In Area of Study 1, students apply the problem-solving stages of development and evaluation, to develop their preferred design prepared in Unit 3, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT In Area of Study 2).

In Area of Study 2, students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

## Software tools

- An appropriate programming language
- Unified Modelling Language (UML), and UML tools, to create use cases
- Appropriate tool for documenting project plans

## Assessment

School-assessed coursework – 20%

School assessed task – 30%

End-of-year examination – 50%

# Systems Engineering

## Introduction

Want to create solutions to problems in order to change people's lives? Systems Engineering sees students identifying and developing solutions to problems of their choice. Following on from Middle School DigiSTEM subjects, Systems Engineering will see students identify and quantify a system's goals, generate possible system designs, and implement the most effective solution.

Students will use a variety of tools and processes to manufacture their planned system. Through trial and error, students will test and verify their system is well-built, and make adjustments to optimise system performance. Throughout the project, students will evaluate how well the completed system meets the intended goals and reflect on the systems engineering process they employed.

## Unit 1 – Mechanical systems

This unit focuses on engineering concepts related to mechanical systems. Mechanical systems use components and layouts that transform different types of motion.

Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define, explain, and predict the physical characteristics of these systems.

Students then develop a mechanical system that solves a problem by employing a systems engineering process. The process draws heavily upon design and innovation processes and is iterative in nature. The focus is on a mechanical system; however, it may include some electro-technological components.

## Unit 2 – Electro-technological systems

In this unit, students study fundamental electro-technological engineering principles. The term 'electro-technological engineering' encompasses systems that include electronic circuitry and components.

Students study fundamental electro-technological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define, explain, and predict the electrical characteristics of circuits.

Through the application of a systems engineering process, students design, plan, create, and test electro- technological systems. These may also include mechanical components or electro-mechanical subsystems. drawing heavily upon design and innovation processes.

# Systems Engineering – Continued

## Unit 3 – Integrated controlled systems

In this unit, students study engineering principles used to explain physical properties of integrated systems and how they work. Students identify a problem, then design and plan an integrated, controlled, electro-mechanical system. Throughout the School Assessed Task, students employ a systems engineering process.

This process has a strong emphasis on innovation, designing, producing, testing, and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins their systems engineering process, providing a comprehensive understanding of mechanical and electro-technological systems and how they function.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy.

## Unit 4 – Systems control

In this unit, students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. Students consider reasons for their system's development and analyse their system's impacts on people.

Students continue producing their integrated and controlled system begun in Unit 3. They effectively document the project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment, and components. Students test, diagnose, analyse, and refine the performance of the system to achieve optimum functionality.

## Assessment

### Units 1 and 2

School-assessed coursework

Engineering projects Examination

### Units 3 and 4

School-assessed coursework – 20%

School-assessed task – 50%

End-of-year examination – 30%



# Drama Faculty

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## Drama

Each year the Drama Department alternates between Units 1 and 2 Drama and Theatre Studies and also alternates between Units 3 and 4 Drama and Theatre Studies.

Please note:

- In 2025 VCE Drama Units 1 and 2 and Theatre Studies Units 3 and 4 will be offered
- In 2026 VCE Theatre Studies Units 1 and 2 and Drama Units 3 and 4 will be offered

Year 10 students wishing to undertake both studies, could take the following pathway from 2025:

- Year 10 – Drama Units 1 and 2
- Year 11 – Drama Units 3 and 4, and Theatre Studies Units 1 and 2
- Year 12 – Theatre Studies Units 3 and 4

Drama is a highly practical course that focuses on the creation of live theatrical experiences. Students will explore the conventions of famous drama practitioners and apply their techniques to the devising of their own work. Students will learn how to create theatre in collaborative ensembles and as a solo performer. The student's performance work will be presented for a live audience. Students will also attend excursions to analyse and evaluate professional live theatrical performances.

### Unit 1 – Introducing performance styles

In this unit, students study three or more performance styles from a range of social, historical, and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting, and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural, and/or community experiences and stories.

This unit also involves analysis of a student's own performance work and work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions, and performance styles.

# Drama – Continued

## Unit 2 – Australian identity

In this unit, students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present, and analyse a performance based on a person, event, issue, place, artwork, text and/or icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

An Australian work might:

- be written, adapted, or devised by Australian writers or theatre-makers
- reflect aspects of Australian identity, for example the voice of Australia's First Peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.

## Unit 3 – Devised ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop, and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature.

They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience.

In addition, students document and evaluate stages involved in the creation, development, and presentation of the ensemble performance.

# Drama – Continued

## Unit 4 – Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance.

They experiment with the application of symbol and transformation of character, time, and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work.

Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbols and transformations.

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

## Assessment

### Units 1 and 2

School-assessed coursework – 70%

Written examinations – 30%

### Units 3 and 4

School-assessed coursework – 40%

End of year performance examination – 35%

End of year written examination – 25%

# Theatre Studies

Every year the Drama Department alternates between Units 1 and 2 Drama and Theatre Studies and also alternates between Units 3 and 4 Drama and Theatre Studies.

- In 2025 VCE Drama Units 1 and 2 and Theatre Studies Units 3 and 4 will be offered
- In 2026 VCE Units 1 and 2 Theatre Studies and Units 3 and 4 Drama will be offered

Year 10 students wishing to undertake both studies could take the following pathway from 2025:

- Year 10 – Drama Units 1 and 2
- Year 11 – Drama Units 3 and 4 and Theatre Studies Units 1 and 2
- Year 12 – Theatre Studies Units 3 and 4

## Unit 1 – Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development, and performance to an audience and apply this to their work.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/ Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

## Unit 2 – Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development, and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

# Theatre Studies – Continued

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

## Units 3 and 4

Theatre Studies Units 3 and 4 is a hands-on subject, where students specialise in two production roles throughout the year. The students can choose from either:

- Acting
- Directing
- Costume design
- Set design
- Prop design
- Lighting design
- Sound design
- Hair and makeup design

Students will apply their knowledge of their chosen production roles to the class performance of a theatrical text and also to a chosen monologue from the prescribed VCAA monologue exam list. Students will also attend excursions to analyse and evaluate live professional theatrical performances.

There is no requirement to act or be an actor in Theatre Studies Units 3 or 4. The course can be approached purely from a design perspective.

## Unit 3 – Devised ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop, and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

# Theatre Studies – Continued

Throughout development of the work, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development, and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist, published annually on the VCAA website.

## Unit 4 – Devised solo performance

In this area of study, students explore, and develop skills in, play-making techniques in the development of a short solo performance. They demonstrate application of symbol and transformation of character, time, and place.

Teachers provide stimulus material appropriate to the size of the task, such as a person, an event, an issue, a place, an image, one word, a definition, a quotation, lyrics, a sound, or an icon. Students prepare for the task of devising a short solo performance by exploring, experimenting with, and trialing processes they will employ in developing their extended solo performance for Outcome 2. They begin by exploring and experimenting with a range of play-making techniques to extract dramatic potential from the stimulus material. They focus themselves for applying symbol and transforming character, time, and place. The focus of the performance should be on acting. Students may use production areas such as costume, make-up, objects, props, or mask, to assist in application of symbol or transformations. Students develop a short statement that identifies the techniques of this performance. They then present this solo performance in an informal setting, such as in a classroom.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 40%

Performance examination – 35%

Written examination – 25%

# English Faculty

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## English/English as an Additional Language (EAL)

### Introduction

This course focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures and comprise many text types, including media texts, for analysis of argument. The course is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

### Units 1 and 2

#### Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot and through investigations of the point of view and/or voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

#### Crafting texts

In this area of study students engage with and develop an understanding of effective and cohesive writing. They apply, extend, and challenge their understanding through the use of imaginative, persuasive, and informative text through a growing awareness of situated contexts, stated purposes and audience.

#### Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and local and/or national issue, students read, view, and listen to a range of texts that attempt to position an intended audience in a particular way. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

# English/English as an Additional Language (EAL) – Continued

## Units 3 and 4

### Reading and responding to texts

In this area of study students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

### Creating texts

In this area of study students build on the knowledge and skills developed in Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

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

### Analysing argument

In this area of study students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since September 1 of the previous year, and teachers select an issue relevant to the cohort.

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

### Assessment

#### Units 1 and 2

School-assessed coursework

#### Units 3 and 4

School-assessed coursework – 50%

End of year examination – 50%



# English Language

## Introduction

English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation, and change.

Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

## Unit 1 – Language and communication

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

## Unit 2 – Language change

In this unit, 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 have 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.

# English Language – Continued

## Unit 3 – Language variation and social purpose

This unit is centred on language in the contemporary Australian social setting. Students consider the stylistic features of formal and informal texts, and how the different registers impact spoken and written social interactions. Students explore how texts are influenced by cultural and situational contexts, and how this is reflected in the choice of words, sentence formation and structure of texts. They examine how the field, mode, setting and relationship between participants all contribute to a person's language choices. They learn that language can be indicative of relationships, power structures and purpose, as well as the impact society and social circles can have on texts. Students continue to develop their meta-language and understanding of the subsystems of language, and practice writing analytical and expository writing in response to a range of texts.

## Unit 4 – Language variation and identity

The final unit of the course focuses on the role of language in establishing and challenging different identities. Students explore how one's sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Within Australian society, there are many national, regional, and cultural variations. Students examine how Standard English is granted prestige in contemporary Australian society and how it has a role in establishing national identity.

Through a range of texts, students also analyse how non-Standard varieties of English construct user's social and cultural identities and how language overall can establish solidarity and reinforce social distance.

## Assessment

### Units 1 and 2

School internal assessment

### Units 3 and 4

School internal assessment – 50%

External assessment – 50%

# Literature

## Introduction

The study of literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social, and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insights into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their responses.

## Unit 1

### Reading practices

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

### Explorations of literary movements

In this area of study students explore the concerns, ideas, style, and conventions common to a distinctive type of literature as seen in literary movements or genres.

## Unit 2

### Voices of Country

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

### The text in its context

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

# Literature – Continued

## Unit 3

### Adaptations and transformations

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

### Developing interpretations

Students explore the different ways we can read and understand a text by developing, considering, and comparing interpretations of a set text.

## Unit 4

### Creative response to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form, and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

### Close analysis of texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns, and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

## Assessment

### Units 1 and 2

School-assessed coursework, including reading journals, oral and written reviews, text analyses, essays, and dramatic presentations.

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Health, Sport, and Exercise Science Faculty

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## Food Studies

### Introduction

The food sector is dynamic, diverse, and creative. Innovative food products are continually being introduced in response to society's changing social, economic, and environmental needs. Technology plays an important role in food product development and the way food is produced, processed, packaged, and marketed. An understanding of the links between the history of food, food processing, nutrition, health, and wellbeing is a high priority in contemporary society. Food Studies challenges students to make these links and provides them with the knowledge and skills to make informed choices when selecting, storing, purchasing, preparing, and consuming foods.

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Units 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequenced nature of the study and the skills required, it is advisable that students undertake Units 1 through to 4.

### Unit 1 – Food origins

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

In Area of Study 2, students focus on Australia. They look at Indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

# Food Studies – Continued

## Unit 2 – Food makers

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

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

## Unit 3 – Food in daily life

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

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

Practical activities enable students to understand how to plan and prepare food, to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

# Food Studies – Continued

## Unit 4 – Food issues, challenges, and futures

In this unit, students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills, and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship.

Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends, and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

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

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

## Assessment

### Units 1 and 2

School-assessed coursework, including records of at least four practical activities, with a combination of the following:

- An annotated visual report
- An oral presentation: face-to-face or recorded as a video or podcast
- A practical demonstration: face-to-face or recorded as a video or podcast
- Or a short-written report: data analysis, media analysis, research inquiry or case study analysis

### Units 3 and 4

School-assessed coursework – 60%

End-of-year examination – 40%

# Health and Human Development

## Introduction

The study aims to enable students to:

- Understand the complex nature of health and human development
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental, and spiritual dimensions
- Develop health literacy to evaluate health information and develop an understanding of the Australian healthcare system
- Apply social justice principles to identify health and wellbeing inequities
- Understand the importance of the United Nations' Sustainable Development Goals
- Propose and justify action to positively influence health and wellbeing

There are no prerequisites for entry to Units 1, 2 and 3. However, students who intend to undertake Units 3 and 4 are encouraged to undertake Units 1 and 2.

## Unit 1 – Understanding health and wellbeing

This unit explores health and wellbeing as a concept with varied and evolving perspectives. Students investigate the World Health Organisation's definition and other interpretations and explore health inequities. They identify perspectives relating to health and wellbeing and inquire into factors that influence health attitudes, beliefs, and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, with a focus on the youth. They also consider their own health as individuals and as a cohort.

## Unit 2 – Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.



# Health and Human Development – Continued

## Unit 3 – Australia’s health in a globalised world

This unit explores the health and wellbeing, disease, and illness as multidimensional, dynamic, and subject to different interpretations. Students consider the benefits of optimal health and its importance as an individual and a collective resource. They focus on health promotion and improvements in population over time. Through research they explore various public health approaches and the interdependence of different models within a global context.

## Unit 4 – Global health and human development

This unit examines health and human development in a global context. Students use data to investigate the health status in different countries and explore factors that contribute to health inequalities. They understand health globally through examining changes in health status over time and studying the key concept of sustainability. They will consider health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict, and the mass movement of people. Students consider global action to improve health and human development focusing on the United Nations’ Sustainable Development Goals and the priorities of the World Health Organisation. They will evaluate the effectiveness of health initiatives and reflect on their own capacity to act.

## Assessment

### Units 1 and 2

School-assessed coursework, which could include a written report, visual presentation, oral presentation, and structured questions.

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Physical Education

## Introduction

Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and socio-cultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport, and exercise. Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding.

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended, and would be most advantageous, to have an appreciation of human movement, anatomy, and physiology.

## 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 participation students explore and analyse the relationships between the body systems and movement and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems.

## Unit 2 – Physical activity, sport, exercise, and society

This unit develops students' understanding of physical activity, sport, and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity, participation and sedentary behaviour plays in their own health as well as in other population groups. Through practical activities they gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Students analyse data to investigate perceived barriers and enablers and explore opportunities to enhance participation in physical activity. They apply the social-ecological model to critique a range of strategies that are effective in promoting participation in physical activity. They create and participate in a personal movement plan to adhere to the sedentary behaviour guidelines. Students will investigate a range of contemporary issues associated with physical activity, sport and exercise and develop an understanding of historical and current perspectives.

# Physical Education – Continued

## **Unit 3 – Movement skills and energy for physical activity, sport, and exercise**

This unit introduces students to principles used to analyse human movement from a biophysical perspective. They use coaching techniques to analyse movement and apply biomechanical and skill acquisition principles to improve and refine movement through practical activities. Students consider the cardiovascular, respiratory, and muscular systems and the roles of each in supplying energy. They investigate the characteristics and interplay of the three energy systems for performance during sport and exercise. Students will explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

## **Unit 4 – Training to improve performance**

In this unit students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. They analyse movement skills and apply relevant training principles and methods to improve performance at various levels. Improvements in performance depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training.

Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity. They consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

## **Assessment**

### **Units 1 and 2**

School-assessed coursework

### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# Humanities Faculty

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## Classical Studies

### Introduction

VCE Classical Studies is the study of works of literature, history, philosophy, art and architecture from ancient Greece and/or ancient Rome. It is a multidisciplinary study in which students examine works that have had an enduring influence on Western civilisation. In the study of ancient Greece, the rise of Greek society is traced from the late Bronze Age to the Hellenistic Age with a focus on Athens in the fifth century BCE.

By enrolling in Classical Studies, students will investigate the lives of people like themselves amongst the defenders of Troy, the competitors at the Olympic Games, and the spectators at Athenian drama festivals. They will also examine people with very different values when they learn about the heroic code. The spirit of this inquiry into classical works creates rich opportunities to learn about the past and to gain a clearer understanding of the present world.

### Unit 1 – Mythical worlds

This unit of study explores the myths of ancient Greece and the search for their origins and contribution to classical culture. Students will engage with the intellectual and material culture of ancient Greece, working with translations rather than with the ancient Greek or Latin texts directly.

The unit will begin by exploring the foundational myths of ancient Greece whilst also looking at the nature of the gods and the roles they played in everyday life. Students explore how the gods and hero myths were communicated and what they reveal about society at the time. Finally, students will focus on an archaeological investigation in the Mediterranean Basin and be able to explain the use and purpose of artefacts. They will need to evaluate how evidence found proves or disproves a myth from the period of time.

### Unit 2 – Classical Worlds

This unit examines classical works across time, to understand the mythic system, ideas and beliefs that formed the foundations for Ancient Greece. By looking at a range of classical works, students will explore social and cultural life in classical antiquity. Students will grow to understand that classical works extend beyond antiquity into the present and that the cultural achievements of the classical world have inspired people and societies for centuries. Students will study selected classical works and secondary sources as chosen by their teacher.

# Classical Studies – Continued

## Unit 3 – Classical Expressions

In Unit 3, students engage with two forms of cultural expression from the Ancient Greek culture. Students examine the key features of epic poetry and the way these long narrative poems have dealt with mythical gods and heroes. Through studying works such as Homer's *The Iliad*, they explore the ideals and values of the socio-historical context of the Greek Archaic period. In Area of Study 2 they explore how *The Parthenon* was constructed and the artistic, compositional and expressive techniques that were used to create it. In exploring two mediums of classical expression they are able to evaluate the ideas, attitudes and beliefs of the society that produced them. Students will be able to analyse the ideas and themes present in the works studied and describe the significance of a single work in relation to other works.

## Unit 4 – Classical Perspectives

In this unit, students investigate the cultural study of identity through analysis and comparison of a range of works. Students analyse various short written works and material to understand how Ancient Greeks questioned themselves and their sense of belonging. Through studying works such as Sophocles and Thucydides they will examine how recurring concerns and ideas preoccupied people of the classical worlds. In Area of Study 2, students delve further into selected works and the presentation of key ideas. Students will compare works by Plato and Aeschylus in order to evaluate the similarities and differences between the two. Students will be required to identify features and key ideas of each work so they can place them in a socio-historical context. They will be putting forth a comparative argument using evidence from the two selected works.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Geography

## Introduction

Geography is the study of where geographical features are located, why they are there, what makes one place different from another and how and why these differences matter. It looks at the interaction between human activities and natural processes and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

The study of geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future?

Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources. Fieldwork is undertaken in Units 1, 2 and 3. Units 1, 2 and 3 have no prerequisites, but students must take Unit 3 prior to Unit 4.

## Unit 1 – Hazards and disasters

In this unit, students undertake an overview of hazards before investigating at least two contrasting types of hazards and responses to them. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. The role of climate change and the impact on the frequency and severity of hazard events is also considered. Students undertake fieldwork and produce a report using the structure provided.

## Unit 2 – Tourism

In this unit, 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 its impacts on people, places, and environments. The study of tourism at local, regional, and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork and produce a report using the structure provided.

# Geography – Continued

## Unit 3 – Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: deforestation and melting glaciers and ice sheets. Students investigate the distribution and causes of these two processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources.

They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

## Unit 4 – Human population – trends and issues

In this unit, 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. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political, and environmental conditions.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# History: Modern History

## Unit 1 – Change and conflict

In Unit 1, students explore the nature of political, social, and cultural change in the period between the world wars. They study the events, ideologies, and movements of the period after World War I, including the post-war peace treaties, the emergence of extremism and the causes of World War II. In addition, students investigate social life and cultural expression in the interwar period and their relation to technological, political, and economic changes of the era using one country as a case study.

## Unit 2 – The changing world order

In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic, and social arrangements in the second half of the 20th Century and the first decade of the 21st Century. They investigate the causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. They also study the ways in which traditional ideas, values and political systems were challenged and changed by individuals and group in a range of contexts during the period 1945-2000. This may include experiences of decolonisation in the post-war world or social and political movements.

## Assessment

School-assessed coursework



# History: Revolutions

Unit 3 and 4 provides the opportunity to study two revolutions, one in Unit 3 and one in Unit 4. The Revolutions to be studied will be selected by the teacher from the following:

- French Revolution
- Russian Revolution
- Chinese Revolution

For each of the two revolutions studied, core questions will be investigated in depth:

## Causes of revolution

- What were the significant causes of revolution?
- How did the actions of popular movements and individuals contribute to triggering a revolution?
- To what extent did social and ideological tensions and conflicts contribute to the outbreak of revolution?

## Consequences of revolution

- What were the consequences of revolution?
- How did the new regime consolidate its power?
- What were the experiences of those who lived through the revolution?
- To what extent was society changed as a result

## Assessment

School-assessed coursework – 50%

End-of-year examination – 50%

# Outdoor and Environmental Studies

## Introduction

Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study, both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology, and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans.

Outdoor experiences could include guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

## Unit 1 – Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

In Area of Study 1, students will examine how humans connect with outdoor environments and why these connections are important. They consider a range of contemporary uses and meanings of the term 'nature' and examine a variety of outdoor environments. Indigenous perspectives are introduced as well. In Area of Study 2, students will develop an understanding about how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Area of Study 3 focuses on planning and participating in outdoor experiences, including developing an understanding of how to plan and conduct sustainable outdoor experiences in chosen outdoor environments.

# Outdoor and Environmental Studies – Continued

## Unit 2 – Discovering outdoor environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on those environments. Area of Study 1 introduces students to a range of understandings of outdoor environments, including those visited during practical outdoor experiences locally and afar. Students investigate different types of outdoor environments from several perspectives, and how these environments are managed. Area of Study 2 focuses on human activities undertaken in outdoor environments and their impacts on those environments. Practical outdoor experiences will enable students to develop skills related to minimal impact travelling and living. Students use these experiences as the basis for reflection on, and analysis of, theoretical knowledge about the effects of natural changes and human-induced impacts on outdoor environments. Finally, Area of Study 3 students will plan an outdoor experience and peer lead this experience with their classmates. During the experience they will analyse the impacts of other users and themselves on the outdoor environment and investigate ways to reduce this and promote sustainable interactions.

## Unit 3 – Relationships with outdoor environments

The focus of this unit is the ecological, historical, and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

In Area of Study 1, students explore how humans have understood and interacted with Australia's outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation. Area of Study 2 students examine conflicting values of human use and relationships with outdoor environments in the past decade. They examine a number of ways outdoor environments are depicted in different media.

# Outdoor and Environmental Studies – Continued

## Unit 4 – Sustainable outdoor environments

In this unit, students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Area of Study 1 explores the contemporary state of outdoor environments in Australia and the importance of environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. The sustainable use and management of outdoor environments is examined in Area of Study 2, with a range of land management practices in different environments being considered. Investigation into local and individual actions to sustain outdoor environments, now and into the future will also be conducted. Finally, students will undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Languages Faculty

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## Chinese Language, Culture and Society

*Please note that Chinese Language, Culture and Society will only run subject to viable student numbers.*

### Introduction

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan, and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history, and social structures of Chinese-speaking communities. It also prepares students for further study and employment in areas such as tourism, technology, finance, services, and business.

Through this study, 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 the 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 to be studied is Modern Standard Chinese. For the purpose of this study design, Modern Standard Chinese is taken to be Putonghua in the spoken form and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality.

The study of Chinese in VCE continues the development of the skills of listening, speaking, reading, and writing. With more knowledge, students will gain a greater appreciation of China, its history, traditions, and peoples. They have opportunities to converse with a Chinese language assistant on a weekly basis to build their experience and confidence in spoken Chinese. The course will vary slightly each year to respond to the needs and interests of students in the class. To qualify for the Year 11 course, students need to have successfully completed Year 10 Chinese.

# Chinese Language, Culture and Society – Continued

## Unit 1

In Unit 1, students will study culture and society in Chinese-speaking communities, Chinese family culture, filial relationships, and education.

### **Outcome 1: Role-play**

On completion of this outcome, the student should be able to discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China.

### **Outcome 2: Listening and speaking in Chinese**

On completion of this outcome, the student should be able to establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community.

### **Outcome 3: Reading and writing in Chinese**

Students produce informative writing and express personal ideas in written texts in Chinese. On completion of this outcome, the student should be able to read and comprehend simple texts in Chinese and create a simple piece of writing in Chinese.

## Unit 2

In Unit 2, students study culture and society in Chinese speaking communities, Chinese myths, and legends, along with Chinese art.

### **Outcome 1: Written report**

On completion of this outcome, the student should be able to research selected examples of Chinese mythology and legends, and art, and produce a written report in English.

### **Outcome 2: Listening and speaking in Chinese**

On completion of this outcome, the student should be able to establish and maintain a basic spoken exchange in Chinese related to planning travel in China.

### **Outcome 3: Reading and writing in Chinese**

On completion of this outcome, the student should be able to read and comprehend simple written texts in Chinese and create a simple text in Chinese about the geography of China.

# Chinese Language, Culture and Society – Continued

## Unit 3

Students will study Chinese philosophies and aspects of culture, leisure, and lifestyles in Unit 3.

### **Outcome 1: Interview**

On completion of this outcome, students should be able to discuss in English, the significance and influence of two Chinese philosophies and Guanxi in contemporary Chinese culture.

### **Outcome 2: Listening and speaking in Chinese**

On completion of this outcome, students should be able to understand and use information from a spoken text related to an aspect of leisure and lifestyle in Chinese-speaking communities and present this information in spoken Chinese.

### **Outcome 3: Reading and writing in Chinese**

In this area of study, students develop their ability to read short texts on features of contemporary Chinese lifestyle and cultural characteristics. They use material found in these sources to create texts in characters. Students will also produce a piece of writing in Chinese on this theme.

## Unit 4

In Unit 4, students will cover contemporary Chinese social values, youth issues and the working world of China.

### **Outcome 1: Written report**

On completion of this outcome, the student should be able to investigate contemporary Chinese social and cultural values in English and produce a written report in English.

### **Outcome 2: Listening and speaking in Chinese**

On completion of this outcome, students should be able to establish and maintain a spoken exchange in Chinese, about an employment-related issue experienced by young people in Chinese-speaking communities.

### **Outcome 3: Reading and writing in Chinese**

On completion of this outcome, students should be able to read and comprehend written texts in Chinese about the working world of China and produce a written text in Chinese.

## Assessment

### **Units 1 and 2**

School-assessed coursework

### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# Chinese First Language

*Please note that Chinese First Language will only run subject to viable student numbers.*

## Introduction

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Chinese develops students' ability to understand and use the language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity, along with the understanding that there are different ways of presenting reality.

The study of Chinese in the VCE continues the development of the skills of listening, speaking, reading, and writing. With more knowledge, students will gain a greater appreciation of China, its history, traditions, and people. They have opportunities to converse with a Chinese language assistant on a weekly basis to build their experience and confidence in spoken Chinese.

The course will vary slightly each year as it responds to the needs and interests of students in the class. To enter the Year 11 course, students need to have successfully completed Year 10 Chinese.

## Unit 1 – Self and others

- Personal world
- Personal views of an ideal world and views on issues, personal beliefs, ideals, religion
- Personal priorities, education
- Aspirations and expectations



# Chinese First Language – Continued

## Unit 2 – Traditions and change in Chinese speaking communities

### Arts and entertainment

- Chinese art, music, and dance

### Lifestyles

- Changing lifestyles
- Education
- Single child Families

### Stories from the past

- Family issues
- Legends and ancient philosophers

### Global issues

- The nature and future of work
- The impact of modern technology
- Gender equity in the world
- Caring for the environment

Students will read texts, participate in roleplays, debates, write essays, discuss, complete mock exams, prepare oral presentations, interviews, and watch videos to enhance their learning.

## Unit 3 – The world around us

### Outcome 1:

- Express ideas through the production of original texts
- Students will write a 500-600 character imaginative piece

### Outcome 2:

- Analyse and use information from spoken texts
- A response to specific questions, or instructions, analysing and using information requested

### Outcome 3:

- Exchange information, opinions, and experiences
- A four to five minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied

# Chinese First Language – Continued

## Unit 4 – Traditions and change in Chinese speaking communities

### Outcome 1:

- Analyse and use information from written texts
- A response to specific questions, or instructions, analysing and using information requested

### Outcome 2:

- Respond critically to spoken and written texts which reflect aspects of language and culture
- A 500–600 character persuasive or evaluative written response, eg: report, essay, article, or review
- A four to five minute interview on an issue related to texts studied

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Chinese Second Language Advanced

*Please note that Chinese Second Language Advanced will only run subject to viable student numbers.*

Eligibility criteria: A student is eligible for Chinese Second Language Advanced if they have completed no more than seven years of education in a school where Chinese is the medium of instruction, and the highest level of education they have attained in a school, where Chinese is the medium of instruction, is no greater than the equivalent of Year 7 in a Victorian school.

There are three prescribed themes for study in Chinese Second Language Advanced:

- The individual
- Chinese-speaking communities
- The world around us

These themes have a number of prescribed topics and suggested sub-topics. All the themes and topics are to be studied over the course of Units 1–4. The order in which the themes and topics are studied is not prescribed; teachers may choose which themes and topics are studied for each unit.

## Unit 1 – Self and others

### Area of Study 1 – Interpersonal communication

In this area of study, students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Chinese on a selected sub-topic.

#### Outcome 1:

On completion of this unit, the student should be able to exchange meaning in a spoken interaction in Chinese.

### Area of Study 2 – Interpretive communication

In this area of study, students locate and use information from two texts in Chinese, chosen from a written, spoken, or audiovisual format.

#### Outcome 2:

On completion of this unit, students should be able to interpret information from two texts on the same sub-topic, presented in Chinese, and respond in writing in both Chinese and English.

# Chinese Second Language Advanced – Continued

## **Area of Study 3 – Presentational communication**

Students present content related to the selected sub-topic in Chinese in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells, or interprets information, concepts, and ideas for a specific audience.

### **Outcome 3:**

On completion of this unit, the student should be able to present information, concepts, and ideas in writing in Chinese on the selected sub-topic and for a specific audience and purpose.

## **Unit 2 – Chinese speaking communities**

In this unit, students develop an understanding of aspects of language and culture through the study of three or more topics from a prescribed list.

### **Area of Study 1 – Interpersonal communication**

In this area of study, students participate in a written exchange in Chinese. They develop skills and knowledge that enable them to read, listen to, and view texts in Chinese, and to develop a suitable response in Chinese.

### **Outcome 1:**

On completion of this unit, students should be able to respond in writing in Chinese, to spoken, written or visual texts presented in Chinese.

### **Area of Study 2 - Interpretive communication**

In this area of study, students extract information from texts provided in Chinese, and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Chinese and to use information in a new context.

### **Outcome 2:**

On completion of this unit, the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese.

### **Area of Study 3 – Presentational communication**

In this area of study, students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Chinese, on an aspect of the selected sub-topic of interest to them.

# Chinese Second Language Advanced – Continued

## **Outcome 3:**

On completion of this unit, students should be able to explain information, ideas, and concepts orally in Chinese, to a specific audience about an aspect of culture within communities where Chinese is spoken.

## **Unit 3 – The individual and the world around us**

### **Area of Study 1 – Interpersonal communication**

In this area of study, students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome, in a spoken exchange in Chinese on a selected sub-topic. Students research relevant content, language, and cultural information, in particular that associated with acknowledging other speakers' points of view and negotiating and persuading in culturally appropriate ways.

## **Outcome 1:**

On completion of this unit, students should be able to participate in a spoken exchange in Chinese to resolve a personal issue and conduct a three to four minute role-play, focusing on negotiating a solution to a personal issue.

### **Area of Study – 2 Interpretive communication**

In this area of study, students extract information from three or more texts relating to the selected sub-topic and create written responses to specific questions or instructions in Chinese. Students synthesise information from written, spoken and visual texts.

## **Outcome 2:**

On completion of this unit, the student should be able to interpret information from texts and write responses in Chinese. Responses to specific questions or instructions using information extracted from written, spoken, and viewed texts on the selected sub-topic.

### **Area of Study 3 – Presentational communication**

In this area of study, students create an extended original piece of personal, informative, or imaginative writing in Chinese to express ideas, thoughts, or responses on an aspect of the selected sub-topic. Students analyse and reflect on content related to the selected sub-topic, to assist in identifying aspects suited to reflection, informing or storytelling.

# Chinese Second Language Advanced – Continued

## **Outcome 3:**

On completion of this unit, students should be able to express ideas in a personal, informative, or imaginative piece of writing in Chinese. Students are also asked to produce a piece of personal, informative, or imaginative writing, of approximately 250 characters.

## **Unit 4 – Chinese speaking communities**

### **Area of Study 1 – Interpersonal communication**

In this area of study, students research and present information on a cultural product or practice from a Chinese speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour. Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected sub-topic.

#### **Outcome 1:**

On completion of this unit, students should be able to share information, ideas, and opinions in a spoken exchange in Chinese. Students will take in a three to four minute interview providing information and responding to questions about a cultural product or practice.

### **Area of Study 2 – Interpretive communication**

In this area of study, students analyse and present in writing, information extracted from written, spoken, and viewed texts in Chinese on a selected sub-topic.

#### **Outcome 2:**

On completion of this unit, students should be able to analyse information from written, spoken, and viewed texts for use in a written response in Chinese. This response must be a 300 character (approximately) written response for a specific audience and purpose, incorporating information from three or more texts.

### **Area of Study 3 – Presentational communication**

In this area of study, students present information, concepts, and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected sub-topic. The selected sub-topic must be different from the sub-topic/s used in Areas of Study 1 and 2. Students investigate relevant content, language, and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the sub-topic.

# Chinese Second Language Advanced – Continued

They develop knowledge and understanding of the issue, such as the benefits of learning Chinese, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the Chinese-speaking communities.

## **Outcome 3:**

On completion of this unit, students should be able to present information, concepts, and ideas in evaluative or persuasive writing on an issue in Chinese. They are also asked to produce an evaluative or persuasive piece of writing of approximately 350 characters.

## **Assessment**

### **Units 1 and 2**

School-assessed coursework

### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# French

## Introduction

French is widely spoken throughout the world, from the province of Quebec in Canada, through North, West and Central Africa, the French Pacific Islands (such as New Caledonia and French Polynesia), the Indian Ocean (Mauritius and Reunion Islands), and of course to Europe. In Europe, French is an important language in Belgium, Luxemburg, and Switzerland, as well as being the national language of France. French, along with English, is one of the two official languages of the United Nations and its agencies. French is also a key language in many international organisations such as the International Olympic Committee, Doctors Without Borders and Red Cross. France plays an important role in international affairs, is an important cultural beacon, and is referred to as one of the “motors” of European integration.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality. French students often find they can learn other romance languages, such as Italian and Spanish, more easily.

The study of French in the VCE continues the development of the skills of listening, speaking, reading, and writing. With more knowledge students will gain a greater appreciation of France, its history, traditions, and peoples. They have opportunities to converse with a French language assistant on a weekly basis to build their experience and confidence in spoken French. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the Year 11 course students, need to have successfully completed Year 10 French.

## Unit 1 – Topics of interest

Through the exploration of youth issues, family and future relationships, and education students develop a broad vocabulary and knowledge of grammar. School life and the future are examined. This enables them to share their opinions about the topics and to respond to written and spoken texts through a variety of text types such as invitations, articles, debate, dialogue, email, interview, and letters. In class students take part in normal conversations and debates.

## Unit 2 – Tourism, society, and customs

Students examine tourism, travel, issues related to wildlife and the media. They examine and respond to texts such as advertisements, editorials, folk tales, films, and radio interviews. Students consolidate and build on grammar studied in previous units and have further opportunities to enhance their spoken French through conversations with the language assistant.



# French – Continued

## Unit 3 – Understanding the traditional way of life

Students explore issues relating to the environment and social issues such as racism and equal opportunities. The plight of homeless people is addressed and a study is made of the beliefs, customs, and traditions of the French. School life and the future are examined. Students respond to written and spoken texts through a variety of text types such as imaginative stories, reports and speeches.

## Unit 4 – Exploring the written and oral language

Students explore and compare aspects and culture of the French speaking community by completing a detailed study of a selected topic. They will study a range of written and oral texts which will enable them to develop an in-depth understanding of the chosen topic. They continue to consolidate and further enhance their skills through written and oral responses.

## Assessment

### Units 1 and 2

School-assessed coursework, including formal tasks in listening, speaking, reading, and writing.

### Units 3 and 4

Comprises written pieces and responses to spoken and written texts, role plays and interviews.

School-assessed coursework – 50%

End-of-year oral examination – 12.5%

End-of-year written examination – 37.5%

# Spanish

## Introduction

The study of Spanish contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy, and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social, and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication, and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Spanish develops students' ability to understand and use a language that is spoken by approximately 500 million people across four continents and which is one of the official languages of the United Nations and European Union. The Spanish language is the most widely spoken Romance language, both in terms of the number of speakers and the number of countries in which it is an official language. Pronunciation and usage of the Spanish language naturally vary across countries, these regional differences making the language richer.

As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages. The study of Spanish offers a strong literary and artistic heritage, enhanced by the range of popular cultures it represents and the colloquial expressions used by its speakers. The Spanish language has also been enriched by the influence of many other languages, including Arabic, Basque, Catalan, Greek, French, English, and the Indigenous languages of the Americas.

A knowledge of Spanish can provide opportunities to further explore intercultural connections with the Spanish speaking world and prepare students for further study and employment in areas such as interpreting and translating, the arts, architecture, tourism, community services, overseas aid, business, finance, and technology. Students will have the opportunity to converse with a Spanish language assistant on a weekly basis to build their experience and confidence in spoken Spanish. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the Year 11 course students, need to have successfully completed Year 10 Spanish.

## Unit 1

**Area of Study 1:** Interpersonal communication

**Theme:** The individual

**Topic:** Personal identity and lifestyles

**Sub-topic:** Daily life and free time

# Spanish – Continued

**Area of Study 2:** Interpretive communication

**Theme:** The individual

**Topic:** Relationships

**Sub-topic:** Intergenerational relationships

**Area of Study 3:** Presentational communication

**Theme:** The world around us

**Topic:** Communication and Media

**Sub-topic:** Social Media

## Unit 2

**Area of Study 1:** Interpersonal communication

**Theme:** The individual

**Topic:** Aspirations, Education and Careers

**Sub-topic:** Jobs of the future, employment opportunities

**Area of Study 2:** Interpretive communication

**Theme:** The individual

**Topic:** Personal identity and lifestyles

**Sub-topic:** Health and wellbeing

**Area of Study 3:** Presentational communication

**Theme:** Spanish-speaking communities

**Topic:** Historical perspectives

**Sub-topic:** Indigenous civilisations

## Unit 3

**Area of Study 1:** Interpersonal communication

**Theme:** Spanish-speaking communities

**Topic:** Living in a Spanish-speaking community

**Sub-topic:** The migrant experience

**Area of Study 2:** Interpretive communication

**Theme:** Spanish-speaking communities

**Topic:** Historical perspectives

**Sub-topic:** Historical events

# Spanish – Continued

**Area of Study 3:** Presentational communication

**Theme:** The world around us

**Topic:** The influence of science and technology

**Sub-topic:** Impact of information technology

## Unit 4

**Area of Study 1:** Interpersonal communication

**Theme:** Spanish-speaking communities

**Topic:** Culture heritage

**Sub-topic:** Cultural identity: art, literature, and film

**Area of Study 2:** Interpretive communication

**Theme:** Spanish-speaking communities

**Topic:** Culture heritage

**Sub-topic:** Customs and traditions

**Area of Study 3:** Presentational communication

**Theme:** The world around us

**Topic:** Global and contemporary society

**Sub-topic:** Social justice, solidarity, equality

## Assessment

### Units 1 and 2

School-assessed coursework, including formal tasks in listening, speaking, reading, and writing.

### Units 3 and 4

Comprised of written pieces and responses to spoken and written texts, role plays and interviews.

School-assessed coursework – 50%

End-of-year oral examination – 12.5%

End-of-year written examination – 37.5%

# Mathematics Faculty

## Mathematics

### Introduction

Mathematics is the study of function and pattern in number, logic, space, and structure, and of randomness, chance, variability and uncertainty in data and events.

This study is designed to provide access to worthwhile and challenging mathematical learning. This study enables students to develop mathematical concepts, knowledge, and skills; apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems. Students also learn to use technology effectively as a tool for working mathematically.

The following units of study are offered:

### Units 1 and 2 (Year 11)

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

### Units 3 and 4 (Year 12)

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

A student may count a maximum of two Unit 3 and 4 mathematics subject marks in their top four for the purpose of calculating their ATAR. A third Unit 3 and 4 mathematics subject can only be counted as their fifth or sixth subject.

### Course combinations

The following table gives some sample combinations of common units for students who choose to continue with Mathematics at Units 3 and 4 level.

Units 1 and 2	Units 3 and 4
Foundation Mathematics (2025)	Foundation Mathematic (2026)
General Mathematics	General Mathematics
Mathematical Methods	Mathematical Methods and/or General Mathematics
General Mathematics and Mathematical Methods	General Mathematics and/or Mathematical Methods
Mathematical Methods and Specialist Mathematics	Mathematical Methods alone or with Specialist Mathematics

### Calculators

A CAS calculator is required for all Mathematics subjects (retained from Year 10), except for Foundation Mathematics.

# Mathematics – Continued

## Unit 1 and 2 Subjects

### Foundation Mathematics

This course is for students who have studied Foundation Mathematics in Year 10. The course provides for students who wish to continue to develop their mathematical studies. In Foundation Mathematics, there is a strong emphasis on the use of mathematics in practical contexts. The areas of study for Units 1 and 2 are space, shape and design, patterns and number, and data and measurement.

### General Mathematics

This subject provides a non-calculus based course for a broad range of students. The six possible areas of study for Units 1 and 2 are algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations, and statistics.

This subject is open to all students, however those coming from Year 10 Foundation Mathematics should discuss with their teacher. We recommend an A standard for a student coming from Foundation Mathematics.

### Mathematical Methods

This subject provides a course for able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are functions and graphs, algebra, calculus, and probability and statistics.

Students must have studied, and successfully completed, Year 10A Mathematics, with our recommendation of having attained at least a B standard, to be able to study Mathematical Methods.

### Specialist Mathematics

This subject provides a course for very able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are algebra and structure, arithmetic and number, geometry, measurement and trigonometry, graphs of linear and non-linear relations, discrete mathematics, and statistics.

# Mathematics – Continued

Students must either have studied previously, or be concurrently studying, Mathematical Methods in order to take Specialist Mathematics at either Units 1 and 2 level or Units 3 and 4 level. We recommend that students choosing this subject have at least an A standard if coming from 10A Mathematics or have been in the Year 10 Accelerated Mathematics class.

## Assessment

School-assessed coursework

## Units 3 and 4 Subjects

### General Mathematics

This is a non-calculus course, designed to be widely accessible for a broad range of students. The content provides general preparation for employment or further study, in particular, where data analysis, recursion and number patterns are important. The areas of study consist of data analysis, recursion and financial modelling, matrices, networks, and decision mathematics.

## Assessment

School-assessed coursework – 40%

Examination 1 – 30%

Examination 2 – 30%

### Mathematical Methods

This course extends the content studied in Units 1 and 2, preparing students for background or further study in, for example, science, humanities, economics, and medicine. The areas of study are functions and graphs, algebra, calculus, and probability and statistics. Students should have successfully completed Units 1 and 2 Mathematical Methods in order to undertake Units 3 and 4.

## Assessment

School-assessed coursework – 40%

Examination 1 – 20%

Examination 2 – 40%

# Mathematics – Continued

## Specialist Mathematics

This subject extends the content studied in Units 1 and 2. The areas of study are functions and graphs, algebra, calculus, vectors, logic, and probability and statistics. Students should have successfully completed Units 1 and 2 Specialist Mathematics in order to undertake Units 3 and 4 and be concurrently studying Units 3 and 4 Mathematical Methods.

## Foundation Mathematics

This course (new in 2023, and to be offered again in 2026) provides for the continuing mathematical development of students with respect to problems encountered in practical contexts encountered in everyday life at home, in the community, at work and in study. Attention is given to the use of number, estimation and approximation, formulas, equations, and graphs relevant to context, contemporary data representations, space, and measurement in two and three dimensions, including design and instrumentation, and financial and consumer mathematics, including consideration of national and global contexts.

This subject is for students coming from Year 10 Foundation Mathematics or Year 11 students who have found General Mathematics Units 1 and 2 challenging.

### Assessment

School-assessed coursework (mathematical investigations) – 60%

Examination – 40%



# Music Faculty

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## Music

In Units 1 and 2, students explore and develop their understanding of how music is organised and used to create an effect. By performing, creating, analysing, and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation and how effect can be created.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression, and stylistic understanding on their chosen instrument. They create (arrange, compose, or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

Students develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat the elements of music and use compositional devices. They develop their understanding of common musical language concepts by identifying, recreating, and notating these concepts.

### Assessment

School-assessed coursework:

- Performance – solo and ensemble
- Creating exercises and compositions
- Aural and written music analysis responses
- Music language exercises

# Music Inquiry

In Music Inquiry Units 3 and 4, students focus on connections between music created in different times and places. They compose, arrange, interpret, reimagine, improvise, recreate, perform, and critique music in a scaffolded manner that will lead to their project being completed in Unit 4.

Students perform music to demonstrate musical approaches influenced by an existing styles and performers. They create and arrange short music works that include identifiable influences from existing music works and use their understanding to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place. They develop an understanding of how the treatment of music elements, concepts, and compositional devices in one music work can be identified and explained in other music works.

In Unit 4, students choose their own Area of Investigation. This may be a style, performer, creator, or a musical genre. Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making.

## Assessment

School-assessed coursework – 35%

Externally-assessed task project – 50%

End-of-year examination – 15%

# Music Repertoire Performance

In Music Repertoire Performance Units 3 and 4, 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 work they are preparing for performance and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts, and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony, and rhythmic materials that relate to the works studied.

## Assessment

School-assessed coursework – 30%

Externally-assessed end-of-year performance – 50%

End-of-year aural and written examination – 20%

# Science Faculty

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## Biology

### Introduction

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models, and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology allows students to appreciate the interconnectedness of concepts and areas both within biology and connected to other sciences. Students engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory, and practice.

### Unit 1 – How do organisms regulate their functions?

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

### Unit 2 – How does inheritance impact on diversity?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological, and behavioural adaptations that enhance an organism's survival.

Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density, and the size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

# Biology – Continued

## Unit 3 – How do cells maintain life?

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

Students explore the structure, regulation, and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways, could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include but are not limited to; discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism uses in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

## 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, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies.

Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology, and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined, or replaced when challenged by new evidence.

## Assessment

Unit 1 and 2

School-assessed coursework

Unit 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Chemistry

## Introduction

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

Students engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory, and practice. Students work collaboratively and independently on a range of scientific investigations involving experiments, fieldwork, case studies, modelling, simulations, and literature reviews. This allows students to develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, on society and the environment. They develop the capacity to critically assess the strengths and limitations of science, respect evidence-based conclusions, and gain an awareness of the ethical contexts of scientific endeavours.

## Unit 1 – How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

## Unit 2 – How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit, students analyse and compare different substances dissolved in water and gases from chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

# Chemistry – Continued

## Unit 3 – How can design and innovation help to optimise chemical processes?

In this unit, students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials, while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts, and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design, and operating principles of galvanic, fuel, rechargeable and electrolytic cells are considered.

They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate, while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

## Unit 4 – How are carbon-based compounds designed for purpose?

In this unit, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction, and distillations.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Physics

## Introduction

Physics involves investigating, understanding, and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify, and predict how physical systems behave at varying scales from the very small through to the very large. Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

## Unit 1 – How is energy useful to society?

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

## Unit 2 – How does physics help us to understand the world?

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

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students also select one of 18 options, which enables students to pursue an area of interest through an investigation and gives them opportunities to use physics to justify a solution to a contemporary societal issue or application.



# Physics – Continued

## Unit 3 – How do fields explain motions 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. 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.

## Unit 4 – How can two contradictory models explain both light and matter?

In this unit, students delve into the dynamic relationship between theory and experiment that shapes our understanding of the physical world. In particular, they explore the evolution of ideas regarding light, matter, and energy. The unit highlights the transition from classical wave theory to quantum physics, unveiling the particle-like properties of light through experimentation. Surprisingly, light and matter exhibit similar traits on a minuscule scale, challenging conventional distinctions. Moreover, students examine how the perception of matter alters at speeds nearing that of light and the nearly synonymous relationship between matter and energy.

Throughout the unit, learners confront paradigm shifts in physics, pondering concepts such as relativistic effects and Einstein's groundbreaking theories, which underpin modern technologies like GPS.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Psychology

## Introduction

Psychology is a multifaceted discipline that seeks to describe, explain, understand, and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities, and societies think, feel and act. It applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models, and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological, and social factors.

## Unit 1 – How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They examine the contribution that classical and contemporary knowledge from Western and non-Western societies has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions, and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour, including brain plasticity and the influence of brain damage on psychological functioning.

## Unit 2 – How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors that influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students also 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.

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

# Psychology – Continued

## Unit 3 – How does experience affect behaviour and mental processes?

Students investigate functioning of the nervous system and the biological, psychological, and social factors that influence learning and memory. This includes investigating how the human nervous system enables a person to interact with the world around them.

Students consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

## Unit 4 – How is mental wellbeing supported and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing as a multidimensional framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Visual Arts Faculty

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## Art Creative Practice

### Introduction

In the study of Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques, and processes.

Through practical and theoretical investigations and explorations, students develop their skills in critical and creative thinking, innovation, problem solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of artworks.

The course introduces the role of art in contemporary and historical cultures and societies and values the meaningful and unique impact of artists on the development of arts knowledge, tradition, and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs, and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time.

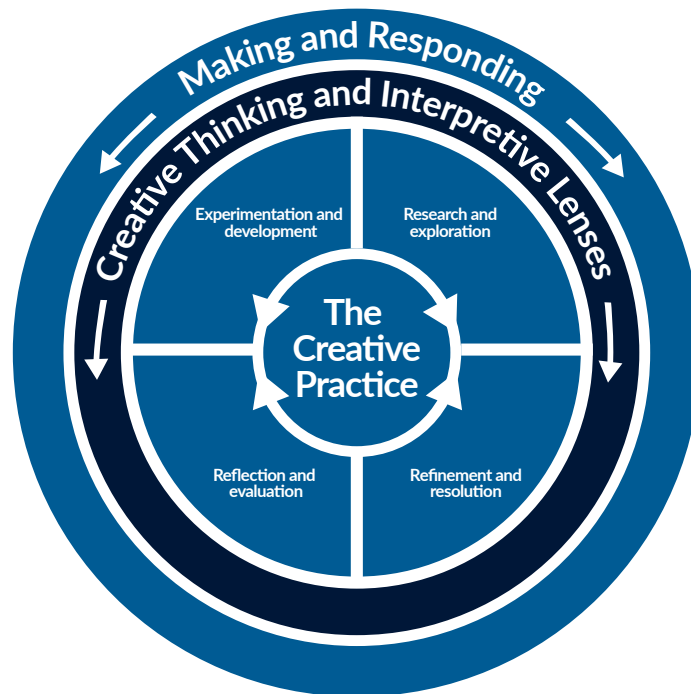
For the purposes of Art Creative Practice, art forms can include but are not limited to painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, performance, textiles, fashion, digital artworks, interdisciplinary practices, installations, and street art.

Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues.

### Unit 1 – Interpreting artworks and exploring the Creative Practice

In Unit 1, students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

# Art Creative Practice – Continued



## Unit 2 – Interpreting artworks and developing the Creative Practice

In Unit 2, students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

## Unit 3 – Investigation, ideas, artworks, and the Creative Practice

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

## Unit 4 – Interpreting, resolving, and presenting artworks and the Creative Practice

In Unit 4, students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work.

Throughout their research, students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study.

# Art Creative Practice – Continued

Students continue to build upon the ideas from Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas.

## Unit 1

### Area of study 1: Inquiry learning

- Artist, audience, artworks • Structural lens • Personal lens • Context

### Area of study 2: Experiential learning

- Artist forms • Personal responses • The Creative Practice

### Area of study 3: Experiential learning

- Research • Evaluation • Reflection

## Unit 2

### Area of study 1: Inquiry learning

- Artist, society, culture • Cultural lens • Australian artists • Contemporary and historical artworks

### Area of study 2: Inquiry learning

- The Creative Practice • Collaborative approaches

### Area of study 3: Inquiry learning

- Reflection • Evaluation • Discussion

## Unit 3

### Area of study 1: Project-based learning

- Artist and artworks • Ideas and issues • Investigation • Research • Exploration • Presentation

### Area of study 2: Project-based learning

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

## Unit 4

### Area of study 1: Project-based learning

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

### Area of study 2: Project-based learning

- Body of work • Resolution • Refinement • Presentation

### Area of study 3: Project-based learning

- Artists and artworks • Interpretive lenses • Contexts • Discussion

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

Units 3 and 4 School-assessed Task – 60%

Units 3 and 4 School-assessed Coursework – 10%

End-of-year examination – 30%

# Media

## Introduction

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national, and global level. It entertains, teaches, informs, and shapes audiences' perception of their lives and the world in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease, and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes, and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency, and the role that media plays in shaping views and values.

Media audiences are no longer constrained by physical, social, and political boundaries. Audiences are consumers, users, creative and participatory producers. This has created a dramatic increase in communicative, cultural, and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

The growth of social media platforms means information is produced, distributed, and consumed with increased immediacy, raising questions about accountability, regulation, and influence. This growth has led to competition with traditional media forms and established media institutions. Traditional media continues to have power and influence, competing, cooperating, and evolving alongside social media platforms. Through the study of Media, students gain a critical understanding of media and understand their role as both producers and consumers of media products.

Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create, and produce media products.

This study enables students to:

- Investigate and analyse their and others' experience of the media
- Understand the codes and conventions that are used to construct media narratives and products
- Develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application
- Develop an understanding of the structure, nature and roles of media forms, products and contexts in the creation, production, distribution, consumption and reading of media products

# Media – Continued

- Analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged
- Examine and develop an understanding of the relationship between the media and audiences that produce and engage with it
- Develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- Develop and refine skills in critically understanding and analysing the significance, aesthetics, and production of media products in a range of contexts and forms for different audiences

The study of Media comprises written responses (short answer and extended responses), research and discussion. Students should have sound writing and research skills in order to successfully complete a range of formative and summative tasks. The practical components of the course are weighted roughly in line with the theoretical aspects of the course. However, the theoretical aspects are given greater focus as they inform both theory and practical assessments.

Although it is not a formal prerequisite, students attempting Units 1 and 2 are advised to have undertaken Year 10 Media, whilst students wishing to study Units 3 and 4 Media should have successfully completed Units 1 and 2 Media.

## Unit 1 – Media forms, representations, and Australian stories

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

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.

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.



# Media – Continued

## Unit 2 – Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production, and distribution of narratives in the media; and audience engagement, consumption, and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

## Unit 3 – Media narratives, contexts, and pre-production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption, and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form and reflect on and document their progress. Students undertake pre- production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post- production of a media product in Unit 4.

## Unit 4 – Media production; agency and control in and of the media

In this unit, students focus on the production and post- production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation.

# Media – Continued

The context in which media products are produced, distributed, and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic, and political contexts can be seen through explicit or implied views and values conveyed within media products.

Students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

Students will also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions, and audiences, and analyse the role of the Australian government in regulating the media.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 20%

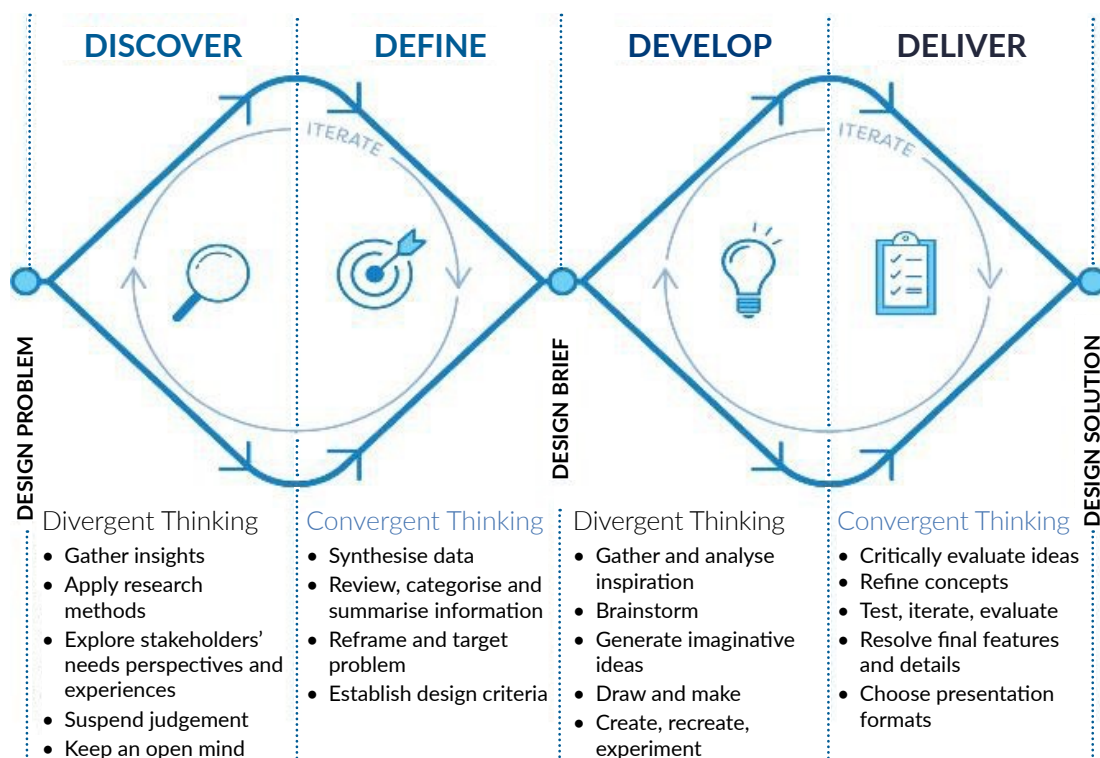
School Assessed Task – 40%

End-of-year examination – 40%

# Visual Communication Design

## Introduction

Visual communicators in fields such as architecture, engineering, graphic design, multimedia, industrial design, advertising, fashion, and interior design all depend on visual imagery to develop and communicate ideas and information. The complex demands of 21st century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry, and education. Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities, and emerging trends, while empathising with stakeholders' needs, desires, behaviours, and attitudes.



The study of Visual Communication Design (VCD) seeks to cultivate future-ready designers with aesthetic sensibility who are equipped to resolve a range of problems. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities, and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible, and empathetic practitioner equipped with agency and initiative.

*There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.*

# Visual Communication Design – Continued

## Unit 1 – Finding, reframing, and resolving design problems

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

Practical projects in Unit 1 focus on the design of messages and sustainable objects, while introducing the role of visual language in communicating ideas and information. Students will create visual language for a business or brand that addresses a brief and design criteria. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback.

## Unit 2 – Design contexts and connections

Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

## Unit 3 – Visual communication in design practice

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

They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why, and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process. Students create a brief and identify two communication needs for a client of their choice.

# Visual Communication Design – Continued

## Unit 4 – Delivering design solutions

In this unit, students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups, or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 20%

School-assessed task – 50%

End-of-year examination – 30%

# VCE Vocational Education and Training (VET)

## Introduction

Completion of a VCE VET program enables students to graduate with both a VCE certificate (with an ATAR) and a nationally recognised Vocational Education and Training qualification. Scored VCE VET programs may be included in a student's primary four studies for the calculation of the ATAR score. VET in Schools courses are undertaken as a two year program.

## Advantages of a VCE VET program

- Students can complete a Vocational Education and Training qualification as they complete their VCE
- Completion of a Vocational Education and Training Certificate provides students with additional pathways including degree, diploma, and certificate courses
- Both part-time and full-time employment opportunities are enhanced as students develop industry relevant skills
- State and nationally recognised qualification

Beyond school, students may:

- Apply for a university course with an ATAR as with any other VCE program
- Proceed to a TAFE course, entering the program with credit for units of competence already completed
- Proceed directly to employment within Australia using the qualification and vocational skills acquired

## VET assessment and contribution to the VCE program

Students completing both years of a VET subject, will receive four unit credits towards their VCE: two each Units 1 and 2 and a Unit 3 and 4 sequence. Students undertake Scored Assessment to receive a contribution to the ATAR and to gain a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth subject when calculating the ATAR.

# VCE Vocational Education and Training (VET) – Continued

## Selection and application process

VET Delivered Direct to School classes are highly competitive, especially for a Wednesday afternoon and although the school will do everything in its power to have students allocated to classes, this is dependent on the TAFE organisations availability.

*NB: The 2025 VET Handbook is available on the [College website](#) and [STL Link](#), outlining further details on the VDSS VET program and courses available at each of the main institutions. [Click here](#) for the online application form link, which must be submitted online to the VCE Office.*

Students commencing a course of VET study with an external provider in 2025 are responsible for any associated VET fees. The cost to participate in a VET course is determined by the VET provider and the College will on-charge at cost. Prices can range from approximately \$1,600 - \$3,000 per subject, per year.

# VET Creative and Digital Media

VCE VET Creative and Digital Media is delivered on-site at St Leonard's College, as a subject with viable student numbers. It is incorporated into the timetable like other subjects in the curriculum.

## CUA30120 Certificate III in Screen and Media

This qualification provides students with a broad range of knowledge and creative computing skills to pursue a career or further training in the screen and media industry in areas such as film and television production, 2D and 3D animations, 3D modelling, radio broadcasting, graphic design, digital imaging, photography, web design and web authoring.

VCE VET Creative and Digital Media gives students the opportunity to gain practical skills in digital media/screen and media (interactive digital media), design and development. Students learn, create, develop, and broaden a range of skills and knowledge in a wide variety of digital media contexts. Students focus mainly on Adobe Creative Suite applications, such as Photoshop, Bridge, Animate, Dreamweaver, Illustrator, After Effects, Premiere Pro, InDesign, and Auto Cad Maya.

Through this program, students will have the opportunity to gain practical skills in multimedia design and development. The students will receive hands-on experience with hardware and software, which is currently in use by industry. There are no prerequisites for this course.

## Course structure – Units 1 and 2 (2025)

- Apply critical thinking skills in a team environment
- Apply work health and safety practices
- Work effectively in the creative arts industry

## Elective

- Review and apply the principles of animation
- Build simple web pages
- Produce digital images for the web

## Course structure – Units 3 and 4 (2026)

- Create 2D digital animations
- Write content for a range of media
- Explore and apply the creative process to 2D forms
- Author interactive sequences
- Create visual design components



# VET Creative and Digital Media – Continued

## Career opportunities

With additional training and experience potential employment opportunities can include camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, games designer, photographer, production assistant, web designer, web author, 2D and 3D animator or special effects producer.

Students interested in enrolling in one of the following VET courses should submit the online VET Application form to the VCE Office/VET Coordinator.

The following subjects have scored assessment in Year 12:

- Certificate III in Screen and Media
- Certificate III in Community Services
- Certificate III in Laboratory Skills
- Certificate III in Integrated Technologies
- Certificate III in Sport and Recreation
- Certificate II in Hospitality
- Certificate II in Engineering
- Certificate III in Allied Health Assistance
- Certificate II and III in Dance
- Certificate II in Equine Studies

The following subjects can be used as a 5th or 6th subject:

- Certificate III in Tourism
- Certificate III in Events
- Certificate II in Electrotechnology
- Certificate III in Early Childhood Education and Care
- Certificate III in Beauty Services
- Certificate III in Building and Construction
- Certificate II in Automotive Vocational Preparation
- Certificate III in Music Industry
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Animal Care

# VCE Course Guide Contacts

## Commerce

George Katris, Head of Learning  
[George.Katris@stleonards.vic.edu.au](mailto:George.Katris@stleonards.vic.edu.au)

Accounting  
Business Management  
Economics  
Legal Studies  
Politics

## Digital Technologies

Vaughan Anderson, Head of Learning - DigiSTEM  
[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

Applied Computing  
Data Analytics  
Software Development  
Systems Engineering

## Drama

Brendan Carroll, Head of Learning  
[Brendan.Carroll@stleonards.vic.edu.au](mailto:Brendan.Carroll@stleonards.vic.edu.au)

Drama  
Theatre Studies

## English

Maggie Walsh, Head of Learning  
[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

English as an Additional Language  
English  
English Language  
Literature

## Health, Sport, and Exercise Science

Jason Kam, Head of Learning  
[Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

Food Studies  
Health and Human Development  
Physical Education

## Humanities

Renata Machado, Head of Learning  
[Renata.Machado@stleonards.vic.edu.au](mailto:Renata.Machado@stleonards.vic.edu.au)

Classical Studies  
Geography  
History: Modern History  
History: Revolutions  
Outdoor and Environmental Studies

## Languages

Elvira Caballero, Head of Learning  
[Elvira.Caballero@stleonards.vic.edu.au](mailto:Elvira.Caballero@stleonards.vic.edu.au)

Chinese First Language  
Chinese Second Language Advanced  
Chinese Language Culture and Society  
French  
Spanish

## Mathematics

Sara Woolley, Head of Learning  
[Sara.Woolley@stleonards.vic.edu.au](mailto:Sara.Woolley@stleonards.vic.edu.au)

Foundation Mathematics  
General Mathematics  
Mathematical Methods  
Specialist Mathematic

## Music

Nicole Hutchinson, Head of Learning  
[nicole.hutchinson@stleonards.vic.edu.au](mailto:nicole.hutchinson@stleonards.vic.edu.au)

Music  
Music Inquiry  
Music Repertoire Performance

## Science

Chris Hyde, Acting Head of Learning  
[Chris.Hyde@stleonards.vic.edu.au](mailto:Chris.Hyde@stleonards.vic.edu.au)

Biology  
Chemistry  
Physics  
Psychology

## Visual Arts

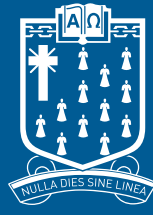
Margot Anwar, Head of Learning  
[Margot.Anwar@stleonards.vic.edu.au](mailto:Margot.Anwar@stleonards.vic.edu.au)

Art Creative Practice  
Media  
VCE VET Creative and Digital Media  
Visual Communication Design

## VET Subjects

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VCE VET Creative and Digital Media



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An education for life.