

# 2027 VCE CURRICULUM GUIDE

Hume Anglican Grammar  
Freier Campus

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Anglican Grammar  
**Hume**

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**Aim High, Be Proud**

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**Please note:** Curriculum descriptions for all subjects in the Guide are based on the current Study Design as published by the Victorian Curriculum and Assessment Authority.

The School reserves the right to withdraw a subject from the listings or offer a Unit 3 – 4 sequence only, should interest in the subject be very low.

All details are correct at the time of publication.

## Introduction

Hume Anglican Grammar seeks to blend academic excellence with richness of opportunity and experience beyond the classroom. In the interests of their personal wellbeing, the School encourages students to pursue activities other than study, such as sport, debating, music, the arts, and leadership.

At all times, we strive to provide an equitable educational experience for all, preparing students to be confident, critical thinkers who have a passion for learning in any setting. Our academic program seeks to develop the pursuit of excellence as a habit of mind and equip students with the skills for lifelong learning.

The School's successful **Academic Mentor Program** means every Year 12 student is placed in a small group which meets regularly with an appointed, experienced member of staff who acts as that group's mentor. Both pastoral and academic, these forums give students an opportunity to air their concerns freely, share their successes and discuss aspects of their learning journey such as study strategies and revision, alongside fully supervised study sessions.

## The Victorian Certificate of Education (VCE)

The VCE (Victorian Certificate of Education) is a two-year program in Years 11 and 12 administered by the Victorian Curriculum and Assessment Authority (VCAA). It is important that students consult personnel such as the Careers Counsellors, the Heads of Faculty and Subject Coordinators, the VCE Office, and the Head of Teaching and Learning – Secondary to gain advice and make informed decisions about subject selection.

For students to be eligible for satisfactory completion of their VCE certificate and obtain an ATAR, Hume Anglican Grammar must abide by the rules set by VCAA pertaining to the submission of work, examination procedures and prerequisite curriculum rules.

It is important to understand the difference between a study (subject) and a Unit (semester). Most studies are made up of four Units. Units 1 and 2 are usually undertaken in the first year, and Units 3 and 4 are usually undertaken in the second year of the VCE program. A Unit represents about 100 hours of work (of which 50 – 60 hours will be class time) and is undertaken in one semester or half-year.

### Graduation Requirements

Over the two years of the VCE program, most students will complete a total of 24 Units. To be awarded the VCE, students must satisfactorily complete at least 16 Units:

- Three Units of English, or English Language or Literature or a combination of two of these. This combination must include on Unit 3-4 sequence
- Three sequences of Units 3 and 4 studies other than English.

Aside from the compulsory English/English Language/Literature requirement, students have considerable choice over the Units and the mix of Units 1, 2, 3 and 4 they attempt. Tertiary entry is largely based on performance in up to six sequences of Units 3 and 4 studies.

### Unit Outcomes and Satisfactory Completion

Each Unit includes a set of outcomes. All requirements of each Unit must be achieved for satisfactory completion. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks prescribed for the Unit.

## **The Subject Selection Process**

### **Choosing a Suitable Course**

The most important part of the subject selection process is for students to choose an appropriate program of study from the courses available through the School or other external providers. Students are advised to:

- Gather information about the VCE subjects on offer at Hume Anglican Grammar.
- Consider their strengths as well as their level of interest in the various subject areas available. Students SHOULD NOT select subjects based on preferred teachers, being with friends or ATAR scaling.
- Think about possible tertiary options they might follow and establish the prerequisites and other requirements stipulated by tertiary institutions.
- Think about whether they need a program that guides them more directly into the work force.
- Speak to current senior students about the courses which interest them.
- Seek advice from relevant staff (see 'Contacts' page of this handbook).
- Visit Open Days and Experience Days offered by many tertiary Institutions.

We recommend students invest significant time and energy into this process to ensure selecting a course that will be both challenging and enriching, and one to which they will be fully committed. We provide a plethora of opportunities in a community that rewards ambition, enthusiasm, hard work, and, where without doubt, everyone enjoys themselves. Even more importantly, we desire our community to be a place where honesty and mutual respect are expected. We look forward to assisting students in the process of course selection for their final years of Secondary education.

### **Virtual School Victoria (Formerly Distance Education)**

Students may study a subject through Virtual School Victoria if it is not offered by the School. This may be done only after consultation with the Head of Teaching and Learning – Secondary and the VCE Office. Students are enrolled by Hume Anglican Grammar as their home school. Parents pay the associated fees. Studying via distance education requires significant autonomy, initiative and commitment. As such, an application to study via distance education will be considered based on each student's previous academic results, capacity for self-motivation and work ethic; indicators of work ethic include academic detentions, attendance, class participation and behaviour.

## Year 11 and Year 12 Course Overviews

The following is an overview of a typical course followed by a student at Hume Anglican Grammar.

### Year 11

<b>Semester 1</b>	English/Literature/English Language Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1
<b>Semester 2</b>	English/Literature/English Language Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2

### Year 12

<b>Semester 1</b>	English/Literature/ English Language Unit 3	Elective Unit 3	Elective Unit 3	Elective Unit 3	Elective Unit 3
<b>Semester 2</b>	English/Literature/ English Language Unit 4	Elective Unit 4	Elective Unit 4	Elective Unit 4	Elective Unit 4

## Subject Selection Timeline

For further information contact the Head of Teaching and Learning – Secondary or relevant Head of Faculty/Subject Coordinator – see 'Contacts' page.

<b>Date</b>	<b>Action</b>
Final Week of Term 2	Curriculum Guides emailed to students and parents.
Week 2-3, Term 3	Year 10 Students have individual meetings with selected members of staff to discuss VCE pathway.
Week 2, Term 3	Acceleration invitation sent to students and parents.
Week 2, Term 3 <b>Tuesday 21 July</b>	Attend Subject Selection Information Evening with parents.
Week 2, Term 3	Year 11 and 12 Subject Selection Forum
Week 2, Term 3	<b>Web preferences open</b> for students Years 8-11 for subject selection.
Week 3, Term 3 <b>Friday 31 July</b>	Web preferences <b>close</b> .
Early November	Confirmation of subjects sent to students.

## Year 11 Accelerated Studies Guidelines

Students who are excelling in their academic studies in Year 10 may be offered the opportunity to take up the challenge of accelerating in a VCE subject. These students will have demonstrated that they are working above the level expected of their current year, placing them within the top 16% of students of those in the year above (equal to a study score above 36). Students who accelerated in a VCE subject in Year 10, will be assessed in their satisfaction of the criteria and if met, will be invited to continue in that subject. Students who did not accelerate may also be eligible to enrol in a Year 12 subject in Year 11 if they meet the criteria.

### Requirements to Accelerate

Students who accelerate are expected to be able to cope with both the demands of their accelerated subject, as well as maintaining a high level of achievement and attitude in their other subjects. Acceleration will only be on an invitational basis; due to the negative impact it can have on a student's achievement and some students may not perform as well as they could if studying the subject in the same year as their peers. Several sources of student data will be thoroughly analysed to ensure we identify students who will be able to meet both the academic and social/emotional demands of their acceleration subject and the rest of their VCE program.

Students may be eligible to accelerate if they meet the required criteria:

1. Student results in English are above 85% (with the only exception being if they wish to accelerate in General Mathematics or Systems Engineering, where the English results are above 75%).
2. Students achieve an average result across all subjects of 85% or higher.
3. Student has demonstrated a commitment to their studies in all subjects.
4. Student attendance rate is at or above 90%.

Only students who meet all criteria may be eligible to accelerate. This will be an extra challenge for students, and they will need to demonstrate that they have the maturity, attitude, ability, and social/emotional capability to balance their workload. In addition, the student's wellbeing will be taken into account to ensure they are able to cope emotionally with the additional pressures involved in the acceleration program.

Identified students will be notified by the VCE Office that they are eligible to apply for acceleration. Final approval for student acceleration will be made by relevant members of the Curriculum Committee.

### Ongoing Review

The performance of accelerated students will be reviewed at the end of Term 1. They will be monitored by a panel (VCE Coordinator, Year 11 Coordinator, Head of Teaching and Learning – Secondary). If a student is not progressing as expected in either their accelerated subject or other subjects, they may not be permitted to continue with the subject and will consequently be withdrawn from their accelerated subject. Any breaches to VCAA rules, attendance below 90% or significant changes in the student's wellbeing may result in a withdrawal at the discretion of the VCE Panel.

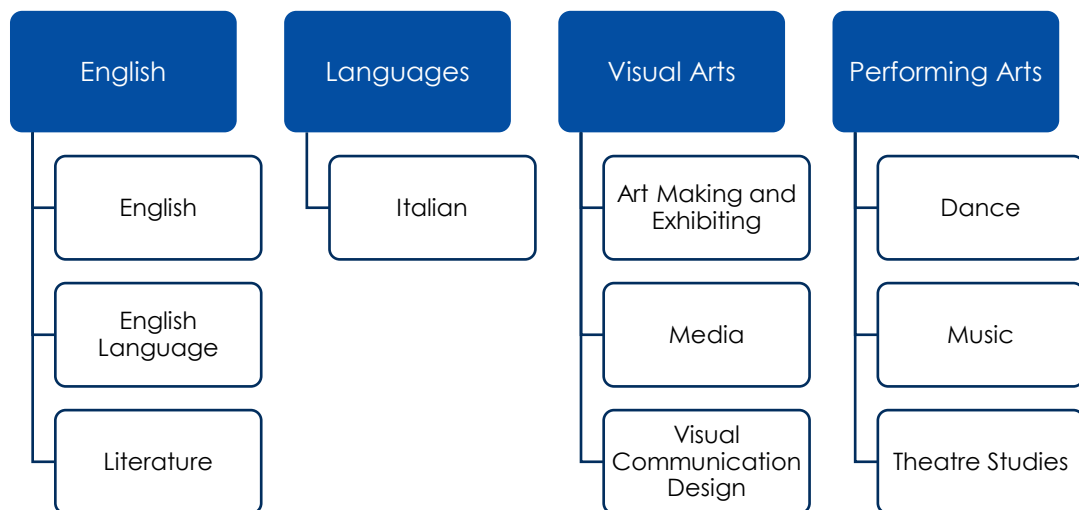
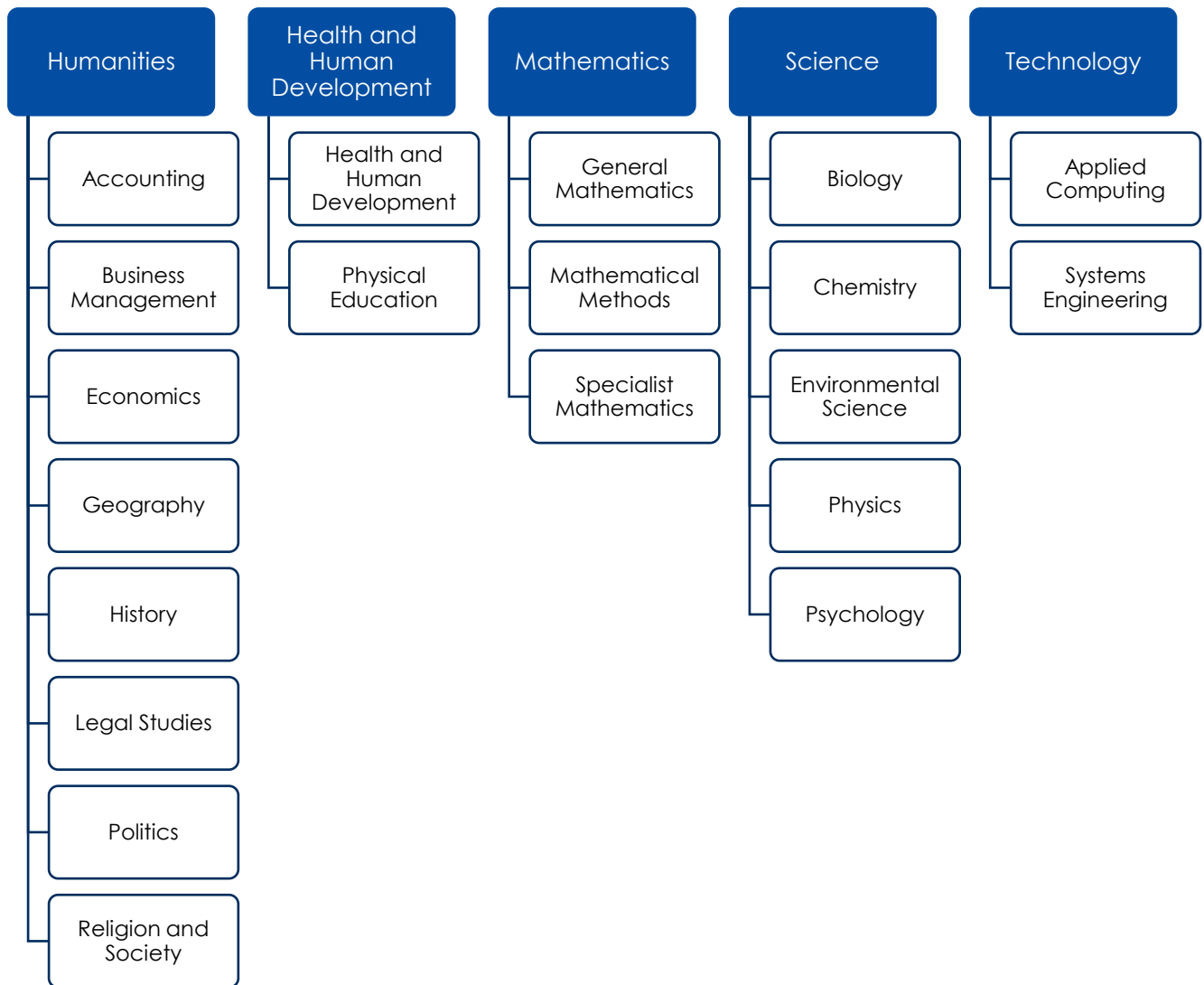
A Year 11 student studying a Unit 3-4 subject alongside Year 12 students, will result in the student completing five Year 11 subjects rather than six. All students who accelerate are to complete a full Year 12 program of five subjects in their final year at school, which will equate to studying six VCE subjects in total.

## Available Subjects and Prerequisites

The following subjects are available for acceleration into Units 3-4 *directly*, with any additional prerequisites listed below:

Subject	Prerequisites
Politics	Results of 85% or above in Humanities.
Accounting	Results of 85% or above in Humanities.
Art Making & Exhibiting	Results of 85% or above in a Visual Arts subject.
Biology	Results of 85% or above in Science.
Business Management	Results of 85% or above in Humanities.
Environmental Science	Results of 85% or above in Science.
General Mathematics	Results of 85% or above in Year 10 Advanced Mathematics.
Geography	Results of 85% or above in Humanities.
Health and Human Development	Results of 85% or above in Core PE.
History	Results of 85% or above in Humanities.
Legal Studies	Results of 85% or above in Humanities.
Physical Education	Results of 85% or above in Core PE.
Psychology	Results of 85% or above in Science.
Religion and Society	100% attendance at all Ethic Seminar Days, plus results of 85% or above in Humanities.
Systems Engineering	Results of 85% or above in a Technology subject.

## Overview of Subject Offerings in the VCE



## Accounting – Unit 1 and 2

### Unit 1: Role of Accounting in Business

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

**Area of Study 1:** The Role of Accounting

**Area of Study 2:** Recording financial data and reporting accounting information for a service business

### Unit 2: Accounting and Decision-Making for a Trading Business

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

**Area of Study 1:** Accounting for Inventory

**Area of Study 2:** Accounting for and managing accounts receivable and accounts payable

**Area of Study 3:** Accounting for and managing non-current assets

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured questions
- Folio of exercises (manual and ICT)
- Case studies (manual and/or ICT)
- Tests (manual and/or ICT)
- Reports (written, oral or multimedia)
- End-of-semester examination

## Accounting – Unit 3 and 4

### 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 of business owners when making decisions, including financial, social and environmental.

**Area of Study 1:** Recording and analysing financial data

**Area of Study 2:** Preparing and interpreting accounting reports

### Unit 4: Recording, Reporting, Budgeting and Decision-Making

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

**Area of Study 1:** Extension of recording and reporting

**Area of Study 2:** Budgeting and decision-making

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Case study analysis
- ICT exercises
- Tests
- Analytical exercises
- Media analysis
- Investigation and report (written, visual, oral)
- External end-of-year examination

## Applied Computing – Unit 1 and 2

### Unit 1: Applied Computing

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

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2, students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

**Area of Study 1:** Database software, spreadsheet software, data visualisation software and an appropriate tool for running Structured Query Language (SQL) queries

**Area of Study 2:** An appropriate OOP language

### Unit 2: Applied Computing

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. Students engage in all areas of the problem-solving methodology. 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.

**Area of Study 1:** Any software tools used to create an innovative solution, for example a programming language, spreadsheet software, web-authoring software, presentation software, tool for planning a project

**Area of Study 2:** A software tool to represent a network

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folio of exercises or software solutions and a written report
- Presentation (oral, multimedia, visual) to present findings or software solutions
- Annotated visual report
- Case study with structured questions
- Design of a wireless network or a working model of a wireless network
- End-of-semester examination

## Applied Computing: Data Analytics – Unit 3 and 4

### Unit 3: Data Analytics

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.

In Area of Study 1, students respond to teacher-provided solution requirements and designs. They develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software. In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4,

**Area of Study 1:** Data Analytics

**Area of Study 2:** Data analytics: analysis and design

### Unit 4: Data Analytics

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, into infographics or dynamic data visualisations, and 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 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.

**Area of Study 1:** Data Analytics: development and evaluation

**Area of Study 2:** Cybersecurity: data and information security

### Prerequisites

None.

*Accelerated students must generally demonstrate successful completion of Applied Computing Units 1 and 2.*

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Written report
- Annotated visual plan
- Case study with structured questions
- Report in multimedia format
- External end-of-year examination

## Art Making and Exhibiting – Unit 1 and 2

### Unit 1: Explore, Expand and Investigate

Students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout, students become aware of and understand the safe handling of materials they use. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal. The three Areas of Study invite students to consider:

- How do artists use materials and techniques in their art making?
- How do artists use materials and techniques to represent ideas and achieve a style in their artworks?
- What role do artworks and their presentation play in society?

**Area of Study 1:** Explore – materials, techniques and art forms

**Area of Study 2:** Expand, present and reflect

**Area of Study 3:** Investigate – research and present

### Unit 2: Understand, Develop and Resolve

Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. The three Areas of Study invite students to consider:

- How are thematic exhibitions planned and designed?
- How does an artist develop aesthetic qualities and style in artworks?
- How does an artist develop ideas and personal style in artworks?

**Area of Study 1:** Understand – ideas, artworks and exhibition

**Area of Study 2:** Develop – theme, aesthetic qualities and style

**Area of Study 3:** Resolve – ideas, subject matter and style

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Visual Arts subject teacher. Enrolled VCE Visual Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in afterschool studio enrichment activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Visual Arts journal
- Artwork analysis assignments
- Finished Artworks and exhibition (art form: choose from painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, installations, interdisciplinary practices, digital artworks, fashion, textiles and street art).
- Visual report
- End-of-semester examination

## Art Making and Exhibiting – Unit 3 and 4

### Unit 3: Collect, Extend and Connect

Students actively engage in art making, techniques and processes of their own choice. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their process. After critiques, students evaluate their work to revise and refine. They visit an exhibition in either a gallery, museum or other space, visiting or viewing a minimum of two exhibitions during the year. They research the exhibition of the artworks in those spaces and the role a curator has in planning and writing information about an exhibition. The three Areas of Study invite students to consider:

- How do artists use selected art forms and ideas to create visual language?
- How are ideas, reflection and feedback used in art making to develop artworks?
- How are artworks selected and presented for exhibition?

**Area of Study 1:** Collect – inspiration, influences and images

**Area of Study 2:** Extend – make, critique and reflect

**Area of Study 3:** Connect – curate, design and propose

### Unit 4: Consolidate, Present and Conserve

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these works is documented in the student's Visual Arts journal, demonstrating their developing technical skills as well as their refinement of subject matter, ideas, visual language, aesthetic qualities and style. They continue to engage with galleries and examine a variety of exhibitions, documenting their investigations and review in their journal. The three Areas of Study invite students to consider:

- How do artists refine and resolve artworks?
- How are ideas presented in finished artworks on exhibition?
- What role does conservation and care have in the presentation of artworks?

**Area of Study 1:** Consolidate – refine and resolve

**Area of Study 2:** Present – plan and critique

**Area of Study 3:** Conserve – present and care

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Visual Arts subject teacher. Enrolled VCE Visual Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in afterschool studio enrichment activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Visual Arts journal
- Visual Report
- Short answer questions
- Finished Artworks and Exhibition (one art form: choose from painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, installations, interdisciplinary practices, digital artworks, fashion, textiles and street art.)
- Oral presentation
- Critique and written reflection
- External end-of-year examination

## Biology – Unit 1 and 2

### 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.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

**Area of Study 1:** How do cells function?

**Area of Study 2:** How do plant and animal systems function?

**Area of Study 3:** How do scientific investigations develop understanding of how organisms regulate their functions?

### Unit 2: How does Inheritance Impact on Diversity?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators' structure and maintain the distribution, density and size of a population. They also consider the contributions of indigenous Australian knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is undertaken which relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

**Area of Study 1:** How is inheritance explained?

**Area of Study 2:** How do inherited adaptations impact on diversity?

**Area of Study 3:** How do humans use science to explore and communicate contemporary bioethical issues?

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- a case study analysis
- problem-solving involving biological concepts and skills
- a bioinformatics exercise
- a data analysis
- response to an issue
- reflective annotations of a logbook of practical activities
- media analysis of two or more sources
- laboratory or fieldwork report
- a modelling or simulation activity
- a scientific poster

## Biology – Unit 3 and 4

### Unit 3: How Do Cells Maintain Life?

Students investigate the workings of the cell from several perspectives. They 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 investigate a selected case study, data analysis and/or a bioethical issue with investigation topics including, but not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of enzyme inhibitors; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

**Area of Study 1:** What is the role of nucleic acids and proteins in maintaining life?

**Area of Study 2:** How are biochemical pathways regulated?

### Unit 4: How Does Life Change and Respond to Challenges?

Students consider the continual change and challenges to which life on Earth has been and continues to be subjected. They study the human immune system and interactions between its components to provide immunity. Students consider how biological knowledge can 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 various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for species relatedness and change in life forms using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record. Students apply their knowledge through investigation of a selected case study, data analysis and/or bioethical issue, including but not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of technologies on the study of evolutionary biology.

**Area of Study 1:** How do organisms respond to pathogens?

**Area of Study 2:** How are species related over time?

**Area of Study 3:** How inquiry investigates cellular processes and/or biological change

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Comparison and evaluation of practical activities, student-designed or adapted investigation and independent research investigation
- Structured scientific poster
- Logbook entries
- Analysis and evaluation of primary/secondary data
- External end-of-year examination

## **Business Management – Unit 1 and 2**

### **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. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

**Area of Study 1:** The business idea

**Area of Study 2:** Internal business environment and planning

**Area of Study 3:** External business environment and planning

### **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. 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.

**Area of Study 1:** Legal requirements and financial considerations

**Area of Study 2:** Marketing a business

**Area of Study 3:** Staffing a business

### **Prerequisites**

None.

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Case study analysis
- Development of a business plan
- School-based, short-term business activity
- Tests
- Analytical exercises
- Media analysis
- Investigation and report (written, visual, oral)
- End-of-semester examination

## **Business Management – Unit 3 and 4**

### **Unit 3: Managing a Business**

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

**Area of Study 1:** Business foundations

**Area of Study 2:** Human Resource Management

**Area of Study 3:** Operations management

### **Unit 4: Transforming Business**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

**Area of Study 1:** Reviewing performance – the need for change

**Area of Study 2:** Implementing change

#### **Prerequisites**

None.

#### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Case study analysis
- Development of a business plan
- School-based, short-term business activity
- Tests
- Analytical exercises
- Media analysis
- Investigation and report (written, visual, oral)
- End-of-year external examination

## Chemistry – Unit 1 and 2

### Unit 1: How Can the Diversity of Materials be Explained?

The development and use of materials for specific purposes is an important human endeavour. 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 using renewable raw materials and a transition from a linear toward a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. A student-directed research investigation into the sustainable production or use of a selected material is undertaken to explore how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

**Area of Study 1:** How do the chemical structures of materials explain their properties and reactions?

**Area of Study 2:** How are materials quantified and classified?

**Area of Study 3:** How can chemical principles be applied to create a more sustainable future?

### 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. Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. A student-adapted or designed scientific investigation is undertaken, involving the generations of primary data related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

In both Units 1 and 2, students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

**Area of Study 1:** How do chemicals interact with water?

**Area of Study 2:** How are chemicals measured and analysed?

**Area of Study 3:** How do quantitative scientific investigations develop our understanding of chemical reactions?

#### Prerequisites

None.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Practical activity reports, student-designed or adapted investigation and independent research investigation presented in poster form.
- Other assessments such as modelling activity, media response, data analysis and test
- Reflective learning journal
- End-of-semester examination

## Chemistry – Unit 3 and 4

### Unit 3: How Can Design and Innovation Help to Optimise Chemical Processes?

The global demand for energy and materials is increasing with world population growth. 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 for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

**Area of Study 1:** What are the current and future options for supplying energy?

**Area of Study 2:** How can the rate and yield of chemical reactions be optimised?

### Unit 4: How are Carbon-Based Compounds Designed for Purpose?

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

**Area of Study 1:** How are organic compounds categorised and synthesised?

**Area of Study 2:** How are organic compounds analysed and used?

**Area of Study 3:** How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

### Prerequisites

There are no prerequisites for Year 12 students, however, the study of Chemistry Units 1 and 2 is highly recommended.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Comparison and evaluation of practical activities, student-designed or adapted investigation and independent research investigation
- Structured scientific poster and logbook entries
- Analysis and evaluation of primary/secondary data
- External end-of-year examination

## Dance – Unit 1 and 2

### Unit 1: Dance

Students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, skills-based dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.

**Area of Study 1:** Dance Perspectives

**Area of Study 2:** Choreography and Performance

**Area of Study 3:** Dance technique and Performance

**Area of Study 4:** Awareness and Maintenance of the Dancer's Body

### Unit 2: Dance

Students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing. Students are introduced to a range of dance traditions, styles and works. Dance traditions, styles and works selected for study should encompass the dance output of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists. Students may also study material such as dance from other cultures, music theatre, the work of tap/jazz or street performers, ballet choreographers, and/or modern dance. Students describe the movement vocabulary in their own and others' dances by identifying the use of movement categories and ways the elements of movement have been manipulated through choreographic devices.

**Area of Study 1:** Dance Perspectives

**Area of Study 2:** Choreography and Performance

**Area of Study 3:** Dance Technique and Performance

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Performing Arts subject teacher. Enrolled VCE Performing Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in evening assessment performances and/or afterschool studio activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured Analysis Questions- Extended Responses
- Solo and Group Performances
- End-of-semester written examination
- End of Semester Performance Exam (Unit 2)

## Dance – Unit 3 and 4

### Unit 3: Dance

Students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to that of professional choreographers. Students further develop understanding of the choreographic process through analysing two dance works by choreographers of the twentieth and/or twenty-first centuries. These works are selected from the VCAA Prescribed list for Unit 3, including solo or duo works, and works where the performance of a particular dancer in a group can be studied independently. Students analyse how the intentions chosen by choreographers are developed through choreographic devices and arrangement of phrases and sections.

**Area of Study 1:** Dance Perspectives

**Area of Study 2:** Choreography, Performance and Analysis of a Skills-based Solo Dance

**Area of Study 3:** Dance technique, Performance and Analysis of a Learnt Dance

### Unit 4: Dance

Students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships. Students analyse the use of group structures (canon, contrast, unison, and asymmetrical and symmetrical groupings and relationships) and spatial organisation (direction, level, focus and dimension) and investigate the influences on choices made by choreographers in these works.

**Area of Study 1:** Dance Perspectives

**Area of Study 2:** Choreography, Performance and Dance-making analysis

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Performing Arts subject teacher. Enrolled VCE Performing Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in evening assessment performances and/or afterschool studio activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured Analysis Questions and Essay's
- Group Performance
- External end-of-year written examination
- External end-of-year performance examination

## Economics – Unit 1 and 2

### Unit 1: Economic Decision-Making

Economics is a dynamic and evolving social science that studies how people make decisions to satisfy society's needs and wants. In this unit, students explore their role in the economy, their interactions with businesses, and the government's influence on economic activity. They learn key economic concepts and examine models showing how consumers and businesses engage in beneficial exchanges. Students also investigate the motivations behind consumer and business behaviour and how individuals respond to incentives. By analysing contemporary examples and case studies, students strengthen their understanding of introductory economics. The unit also focuses on demand and supply models to explain changes in prices and quantities traded in markets. Students explore how resources are allocated and how market power affects efficiency and living standards. In addition, they study behavioural economics, including experiments and real-world applications, to understand how governments and businesses use behavioural insights in policymaking and consumer relationships.

**Area of Study 1:** Thinking like an economist

**Area of Study 2:** Decision-making in markets

**Area of Study 3:** Behavioural economics

### Unit 2: Economic Issues and Living Standards

Economics aims to maximise society's living standards by ensuring resources are used efficiently to produce goods and services that meet human needs and wants. Economic activity plays a vital role in achieving this goal, as it drives production, employment, and income growth. In this unit, students explore the relationship between economic activity and economic growth and examine how growth can improve living standards. They also evaluate the advantages and disadvantages of continued economic growth and assess whether current measures of living standards accurately reflect societal wellbeing. Economics also provides valuable tools for analysing contemporary issues that generate debate and differing opinions. Students investigate two current economic issues from local, national, and international perspectives using data collection, analysis, synthesis, and evaluation. They examine the economic factors influencing each issue and consider its significance at different levels. Students also explore the viewpoints of various economic agents and evaluate the effectiveness of responses to these challenges.

**Area of Study 1:** Economic activity

**Area of Study 2:** Applied economic analysis of local, national and international economic issues

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured questions
- Folio of exercises
- Case studies
- Tests
- Reports (written, oral or multimedia)
- End-of-semester examination

## English – Unit 1 and 2

### Unit 1: English

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify 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. Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience and draw parallels with their own observations of the world.

**Area of Study 1:** Reading and exploring texts

**Area of Study 2:** Crafting texts

### Unit 2: English

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations. Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

**Area of Study 1:** Reading and exploring texts

**Area of Study 2:** Exploring argument

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Personal response to a set text
- Student created texts (such as short stories, speeches, essays etc.)
- Analytical response to a set text
- Annotated persuasive texts
- Analysis of the use of argument and persuasive language
- End-of-semester examination

## English – Unit 3 and 4

### Unit 3: English

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.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

**Area of Study 1:** Reading and responding to texts

**Area of Study 2:** Creating texts

### Unit 4: English

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that are clearly developed in their writing.

**Area of Study 1:** Reading and responding to texts

**Area of Study 2:** Analysing argument

### Prerequisites

English or Literature Units 1 and 2

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- An analytical response to text in written form
- An analytical response to argument in written form
- A point of view oral presentation
- External end-of-year examination

## English Language – Unit 1 and 2

### Unit 1: Language and Communication

Students consider the way language is organised and 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.

**Area of Study 1:** The nature and functions of language

**Area of Study 2:** Language acquisition

### Unit 2: Language Change

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.

Students also 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. Students consider the cultural repercussions of the spread of English and the various possibilities for the future of English.

**Area of Study 1:** English across time

**Area of Study 2:** Englishes in context

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- An essay
- An investigative report
- An analytical commentary or short-answer questions
- End-of-semester examination

## English Language – Unit 3 and 4

### Unit 3: Language Variation and Social Purpose

Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message, and the context in which a message is conveyed. They consider how texts are influenced by the situational and cultural contexts in which they occur and learn how speakers and writers select features from stylistic variants, or registers, and how this in turn establishes the degree of formality within a discourse.

**Area of Study 1:** Informal Language

**Area of Study 2:** Formal Language

### Unit 4: Language Variation and Identity

Students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

**Area of Study 1:** Language variation in Australian society

**Area of Study 2:** Individual and group identities

#### Prerequisites

Unit 1 and 2 English Language

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folio of annotated texts
- An essay
- An analytical commentary
- External end-of-year examination

## Environmental Science – Unit 1 and 2

### Unit 1: How are Earth's Dynamic Systems Interconnected to Support Life?

Students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning and can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change. A student-adapted or designed investigation is undertaken that involves the generation of primary data and is related to ecosystem components, monitoring and/or change.

**Area of Study 1:** How are Earth's systems organised and connected?

**Area of Study 2:** How do Earth's systems change over time?

**Area of Study 3:** How do scientific investigations develop understanding of how Earth's systems support life?

### Unit 2: What Affects Earth's Capacity to Sustain Life?

Students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water. A student-directed investigation is undertaken in Area of Study 3. This explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

**Area of Study 1:** How can we manage pollution to sustain Earth's systems?

**Area of Study 2:** How can we manage food and water security to sustain Earth's systems?

**Area of Study 3:** How do scientific endeavours contribute to minimising human impacts on Earth's systems?

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Report of student-adapted or design investigation using appropriate format such as a scientific poster or article for publication
- Report as to how science can be applied in the management of a selected pollutant, in an appropriate format for a selected audience
- Other assessments such as logbook of reflective annotation, photojournalism article, data analysis, analysis and evaluation of case study
- End-of-semester examination

## Environmental Science – Unit 3 and 4

### Unit 3: How can Biodiversity and Development Be Sustained?

Students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and wellbeing. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability and environmental management from an Earth systems perspective, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units and is assessed in Unit 4, Outcome 3.

**Area of Study 1:** Why is maintaining biodiversity worth a sustained effort?

**Area of Study 2:** When is development sustainable?

### Unit 4: How can Climate Change and Impacts of Human Energy Use be Managed?

Students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. They compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data and make judgments about accuracy and validity of evidence.

**Area of Study 1:** How can we respond to climate change?

**Area of Study 2:** What might be a more sustainable mix of energy sources?

**Area of Study 3:** How is scientific inquiry used to investigate contemporary environmental challenges?

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Presentation of recommendations that draws on evidence-based decision-making, and analysis and evaluation of data
- Response to real or theoretical environmental issue or challenge
- Analysis or evaluation of a case study
- Communication of the design, analysis and findings of scientific investigation in an appropriate format
- External end-of-year examination

## **Geography – Unit 1 and 2**

### **Unit 1: Hazards and Disasters**

This unit investigates how people have responded to specific hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are serious disruptions of the functionality of a community at any scale.

Students examine the processes involved with hazards and hazards events, considering their causes and impacts, human responses to the hazards event and the interconnections between human activities and natural phenomena, including the impact of climate change.

**Area of Study 1:** Characteristics of hazards

**Area of Study 2:** Responses to hazards and disasters

### **Unit 1: Tourism Issues and Challenges**

Students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and the environment, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The scale of tourism movement since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generate a considerable portion of the global GDP.

**Area of Study 1:** Characteristics of Tourism

**Area of Study 2:** Impacts of Tourism: Issues and Challenges

### **Prerequisites**

None.

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Multi-media presentations
- Tests
- Data analysis tasks
- Case study analysis
- End-of-semester examination

## **Geography – Unit 3 and 4**

### **Unit 3: Changing the Land**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students firstly investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice caps, and deforestation. They investigate the distribution of the two processes. They select one location for each of the processes to develop a greater understanding of the changes produced by this land cover change and its impacts.

Students then investigate at a local scale land use change using appropriate fieldwork and geospatial technologies and data analytical skills. They explore the reasons for and impacts of this change.

**Area of Study 1:** Land Cover Change

**Area of Study 2:** Land Use Change

### **Unit 4: Human Population**

Students investigate the geography of human populations. They explore the patterns of population change, movement, and distribution and how governments, organisations and individuals have responded to those changes in different parts of the world.

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

**Area of Study 1:** Population Dynamics

**Area of Study 2:** Population issues and challenges

### **Prerequisites**

There are no prerequisites for Year 12 students, however, the study of Geography Units 1 and 2 is highly recommended.

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Multi-media presentations
- Tests
- Data analysis tasks
- Case study analysis
- External end-of-year examination

## Health and Human Development – Unit 1 and 2

### Unit 1: Understanding Health and Wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

**Area of Study 1:** Concepts of Health

**Area of Study 2:** Youth health and wellbeing

**Area of Study 3:** Health and nutrition

### Unit 2: Managing Health and Development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

**Area of Study 1:** Developmental transitions

**Area of Study 2:** Youth health literacy

#### Prerequisites

None.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Visual presentations
- Oral presentations
- Written report
- Structured questions
- Extended response questions
- End-of-semester examination

## Health and Human Development – Unit 3 and 4

### Unit 3: Australia's Health in a Globalised World

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

**Area of Study 1:** Understanding health and wellbeing

**Area of Study 2:** Promoting health in Australia

### Unit 4: Health and Human Development in a Global Context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

**Area of Study 1:** Global health and human development

**Area of Study 2:** Health and the Sustainable Development Goals

#### Prerequisites

None.

*Accelerated students must generally demonstrate successful completion of Units 1 and 2.*

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Concept Mapping
- Oral presentations
- Written report
- Structured questions
- Extended response questions

## History – Unit 1 and 2

### Unit 1: Modern History – Change and Conflict

Students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Students will focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations. Students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes.

**Area of Study 1:** Ideology and conflict

**Area of Study 2:** Social and cultural change

### Unit 2: Modern History – The Changing World Order

Students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Students investigate the causes of the Cold War in the decades that followed World War Two. They analyse the significant contribution of events, ideologies and individuals, and the consequences for nations and people in the period 1945 – 1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts and proxy wars such as those in Berlin, Korea, Angola, Cuba and Vietnam. The reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations are also studied. There is also a focus how traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

**Area of Study 1:** Causes course and consequences of the Cold War

**Area of Study 2:** Challenge and change

#### Prerequisites

None.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essay
- End-of-semester examination

## **History: Revolutions – Unit 3 and 4**

### **Unit 3 and 4: History – Revolutions (Two choices from American, Chinese, French and Russian)**

Students investigate the significant historical causes and consequences of political revolution. They learn that revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Students examine how causes of social upheaval are due to the interplay of ideas, events, individuals and popular movements. They consider how the consequences of immense political change have a profound effect on the political and social structures of the post-revolutionary society. Students study the dramatically accelerated processes of national upheaval whereby the new order attempts to create political and social change and transformation based on a new ideology.

They appreciate that progress in a post-revolutionary society is not guaranteed or inevitable and that post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. In a particular historical time and location, students examine how the challenges faced by changed societies can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

**Area of Study 1:** Unit 3 and Unit 4 Causes of revolution

**Area of Study 2:** Unit 3 and Unit 4 Consequences of revolution

#### **Prerequisites**

None.

#### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essay
- External end-of-year examination

## Italian – Unit 1 and 2

### Unit 1: Italian

Students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics from prescribed themes (VCAA). Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Italian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

**Area of Study 1:** Interpersonal communication

**Area of Study 2:** Interpretive communication

**Area of Study 3:** Presentational communication

### Unit 2: Italian

Students develop an understanding of aspects of language and culture through the study of three or more topics from prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

**Area of Study 1:** Interpersonal communication

**Area of Study 2:** Interpretive communication

**Area of Study 3:** Presentational communication

### Prerequisites

Students need to have studied Year 10 Italian or equivalent.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Personal, imaginative, persuasive, informative and evaluative written responses
- Class and interview-style oral presentations
- Evaluation of opposing arguments as well as interpreting written and visual texts
- Interpretation of authentic aural samples
- End-of-semester examination

## Italian – Unit 3 and 4

### Unit 3: Italian

Students develop an understanding of the language and culture/s of Italian-speaking communities through the study of multiple themes and topics. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices are drawn from a diverse range of texts, activities and creations. These may include stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply their acquired knowledge of Italian culture and language to new contexts. They will reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

**Area of Study 1:** Interpersonal communication

**Area of Study 2:** Interpretive communication

**Area of Study 3:** Presentational communication

### Unit 4: Italian

Students develop an understanding of aspects of language and culture through the study of multiple themes and topics. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills. They appreciate that cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

**Area of Study 1:** Interpersonal communication

**Area of Study 2:** Interpretive communication

**Area of Study 3:** Presentational communication

### Prerequisites

Students need to have studied Units 1 and 2 Italian.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Personal, imaginative, persuasive, informative and evaluative written responses
- Class and interview style oral presentations
- Evaluate opposing arguments as well as interpreting written and visual texts
- Interpreting authentic aural samples
- End-of-semester examination

## Legal Studies – Unit 1 and 2

### Unit 1: The Presumption of Innocence

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

**Area of Study 1:** Legal foundations

**Area of Study 2:** Proving Guilt

**Area of Study 3:** Sanctions

### Unit 2: Wrongs and Rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute 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.

**Area of Study 1:** Civil liability

**Area of Study 2:** Remedies

**Area of Study 3:** Human Rights

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folios
- Structured questions
- Essays / Reports
- Case studies
- Class presentations
- End-of-semester examination

## Legal Studies – Unit 3 and 4

### 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.

**Area of Study 1:** The Victorian criminal justice system

**Area of Study 2:** The Victorian civil justice system

### 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.

**Area of Study 1:** The people and the lawmakers

**Area of Study 2:** The people and the reform

#### Prerequisites

None.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folios
- Structured questions
- Essays/reports
- Case studies
- Class presentations
- External end-of-year examination

## Literature – Unit 1 and 2

### Unit 1:

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. Further, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

**Area of Study 1:** Reading practices

**Area of Study 2:** Exploration of literary movements and genres

### Unit 2:

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Further, in Area of Study 2, students focus on the text in its historical, social and cultural context, reflecting on representations of a specific time, period and/or culture with a text. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

**Area of Study 1:** Voices of Country

**Area of Study 2:** The text in its context

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Close analysis of selected passages
- Creative writing pieces
- Essays
- End-of-semester examination

## Literature – Unit 3 and 4

### Unit 3:

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. Further, in interpreting a set text Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set.

**Area of Study 1:** Adaptations and transformations

**Area of Study 2:** Developing interpretations

### Unit 4:

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 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. Further, with close analysis of texts, 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.

**Area of Study 1:** Creative responses to texts

**Area of Study 2:** Close analysis of texts

### Prerequisites

Literature or English Units 1 and 2.

### Methods of Assessment

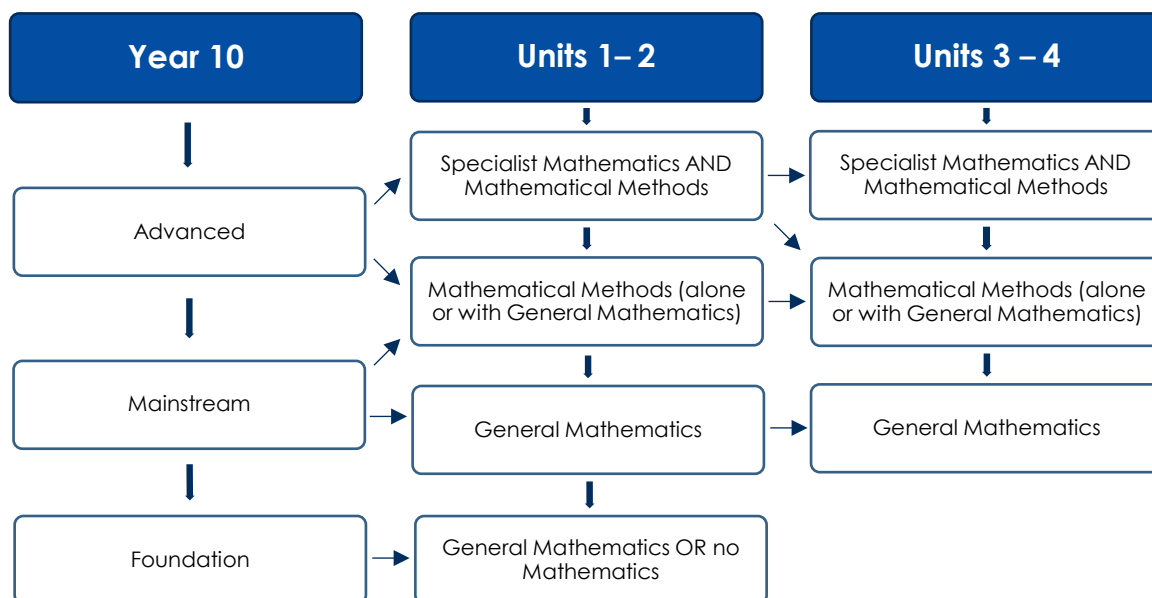
Students will complete several assessment tasks over the semester. These will include:

- Oral analysis and report
- Creative writing pieces
- Essays and close analysis of texts
- External end-of-year examination

## Mathematics

### Choosing an appropriate Mathematics course at the end of Year 10

The following Table illustrates the complexity of Mathematics pathways in the VCE.



For entry into Mathematical Methods Unit 1 and 2 and Specialist Mathematics Unit 1 and 2, please refer to the recommended entry scores below. Each student in Year 10 will be given a recommendation regarding the most suitable Mathematics pathway before the subject selection process into Year 11.

Recommendation for Year 11	Criteria
No Mathematics at VCE	Test Average and Examination less than 50%
General Mathematics Unit 1 and 2	Test Average and Examination above 50%
Mathematical Methods Unit 1 and 2	Test Average and Examination above 70%
Specialist Mathematics Unit 1 and 2	Test Average and Examination above 85%
Acceleration* General Mathematics Unit 3 and 4 in Year 11	Test Average and Examination above 85% for students currently studying Advanced Mathematics in Year 10. Students need to demonstrate a strong commitment to their studies. Applications will be considered individually.

**\*Please note:** that each student is considered individually, and recommendations are made at the Faculty's discretion.

## General Mathematics – Unit 1 and 2

A readily accessible course, General Mathematics Units 1 and 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at Unit 3 and 4 level and contains assumed knowledge and skills for these Units.

In undertaking their studies, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each Unit as applicable.

### Unit 1: General Mathematics

**Area of Study 1:** Data analysis, probability and statistics (types of data, data distributions, centre, spread and comparison of data sets)

**Area of Study 2:** Algebra and structure (number patterns and recursion)

**Area of Study 3:** Functions, relations and graphs (linear graphs and models)

**Area of Study 4:** Discrete mathematics (matrices)

### Unit 2: General Mathematics

**Area of Study 1:** Data analysis, probability and statistics (investigating relationships between two numerical variables, scatterplots and lines of good fit)

**Area of Study 2:** Discrete mathematics (graphs and networks)

**Area of Study 3:** Functions relations and graphs (direct and inverse variation, transformations and modelling)

**Area of Study 4:** Space and measurement (measurement, similarity, trigonometry and Pythagoras).

### Prerequisites

None.

### Methods of Assessments

Students will complete several assessment tasks over the semester. These will include:

- Topic tests
- Modelling and problem-solving tasks
- End-of-semester examination

## General Mathematics – Unit 3 and 4

General Mathematics Unit 3 and 4 focuses on real-life application of mathematics and consists of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Unit 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Unit 3 and 4.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### Unit 3: Data Analysis, Probability and Statistics

- Data analysis
- Investigating data distributions
- Investigating association between two variables
- Investigating and modelling linear associations
- Investigating and modelling time series data
- Recursion and financial modelling

### Unit 4: Discrete Mathematics

- Matrices
- Networks and decision mathematics

### Prerequisites

None aside from assumed knowledge from General Mathematics Unit 1-2.

### Methods of Assessments

Students will complete several assessment tasks over the semester. These will include:

- Data analysis application task
- Recursion and financial modelling problem-solving task
- Matrices problem-solving task
- Graphs and relations problem-solving task
- External end-of-year examination

## Mathematical Methods – Unit 1 and 2

### Unit 1: Mathematical Methods

Mathematical Methods Unit 1 and 2 provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The Units are designed as preparation for Mathematical Methods Unit 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Unit 1 and 2. This content should be presented so there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology.

### Unit 2: Mathematical Methods

The focus of Unit 2, following on from Unit 1, is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. In undertaking this Unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the Unit as applicable.

**Area of Study 1:** Functions, relations and graphs

**Area of Study 2:** Algebra, number and structure

**Area of Study 3:** Calculus

**Area of Study 4:** Data analysis, probability and statistics

### Prerequisites

Students need to have studied Year 10 Mainstream or Advanced Mathematics (Year 10 elective Applied Mathematics is also highly encouraged)

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Topic tests
- Modelling and problem-solving tasks
- End-of-semester examination

## Mathematical Methods – Unit 3 and 4

### Units 3 and 4:

Mathematical Methods Unit 3 and 4 extends the introductory study of simple elementary functions from Unit 1 and 2, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Assumed knowledge and skills for Mathematical Methods Unit 3 and 4 are contained in Mathematical Methods Unit 1 and 2, and will be drawn on, as applicable, in the development of related content from the Areas of Study, and key knowledge and key skills for the outcomes of Mathematical Methods Unit 3 and 4, hence completing Unit 1 and 2 is compulsory.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' Areas of Study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' Area of Study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including probability distributions of continuous random variables.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Area of Study 1:** Functions, relations and graphs

**Area of Study 2:** Algebra, number and structure

**Area of Study 3:** Calculus

**Area of Study 4:** Data analysis, probability and statistics

### Prerequisites

Mathematical Methods Unit 1 and 2.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Functions and calculus application task
- Functions and calculus problem-solving task
- Probability and statistics problem-solving task
- External end-of-year examination

## Specialist Mathematics – Unit 1 and 2

Specialist Mathematics Unit 1 and 2 provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics-related fields.

Mathematical Methods Unit 1 and 2 and Specialist Mathematics Unit 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Unit 3 and 4. Study of Specialist Mathematics Unit 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Unit 3 and 4.

At the end of Unit 1, concepts from the two Areas of Study will be further developed and used in Units 2, 3 and 4. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment is incorporated throughout each unit as applicable.

### Unit 1: Specialist Mathematics

**Area of Study 1:** Algebra, Number and Structure

- Proof and number
- Graph theory
- Logica and algorithms

**Area of Study 2:** Discrete mathematics

- Sequences and series
- Combinatorics
- Matrices

### Unit 2: Specialist Mathematics

**Area of Study 1:** Data analysis, probability and statistics

- Simulation, sampling and sampling distributions

**Area of Study 2:** Space and measurement

- Trigonometry
- Transformations
- Vectors in the plane

**Area of Study 3:** Algebra, Number and Structure

- Complex numbers

**Area study 4:** Functions, relations and graphs

### Prerequisites

These Units need to be studied in conjunction with Mathematical Methods Unit 1 and 2.

Students need to have studied Year 10 Mainstream or Advanced Mathematics.

### Methods of Assessments

Students will complete several assessment tasks over the semester. These will include:

- Modelling and problem-solving tasks
- Topic tests
- End-of-semester examination

## Specialist Mathematics – Unit 3 and 4

### Units 3 and 4:

Specialist Mathematics Unit 3 and 4 consists of six Areas of Study. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so there is a balanced and progressive development of knowledge and skills with connections among the Areas of Study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Unit 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Unit 1 and 2; the key knowledge and key skills from Specialist Mathematics Unit 1 and 2; and concurrent study or previous completion of Mathematical Methods Unit 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Unit 3 and 4, which are drawn on as applicable in the development of content from the Areas of Study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' Areas of Study and the content from the 'Data analysis, probability and statistics' Area of Study.

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Area of Study 1:** Discrete Mathematics (logic and proof)

**Area of Study 2:** Functions, relations and graphs

**Area of Study 3:** Algebra, number and structure (complex numbers)

**Area of Study 4:** Calculus

**Area of Study 5:** Space and management (Vectors and Vector calculus)

**Area of Study 6:** Data analysis, Probability and statistics (confidence interval and hypothesis testing)

### Prerequisites

Mathematical Methods Unit 1 and 2 and Specialist Mathematics Unit 1 and 2.

This course needs to be taken in conjunction with Mathematical Methods Unit 3 and 4.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Vectors and complex numbers application task
- Mechanics problem-solving task
- Calculus problem-solving task
- External end-of-year examination

## Media – Unit 1 and 2

### Unit 1: Media Forms, Representations and Australian Stories

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products including Australian fictional and non-fictional narratives. The three Areas of Study invite students to consider:

- How do we see ourselves and our world in media products?
- How can we manipulate codes and conventions to create representations?
- How are Australian stories structured in fictional and non-fictional media narratives?

**Area of Study 1:** Media representations

**Area of Study 2:** Media forms in production

**Area of Study 3:** Australian stories

### 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. The three Areas of Study invite students to consider:

- How do media creators develop their style?
- How can we use the production process to create our own media narratives?
- What is the impact of new media technologies on us as individuals and as a society?

**Area of Study 1:** Narrative, style and genre

**Area of Study 2:** Narratives in production

**Area of Study 3:** Media and change

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Visual Arts subject teacher. Enrolled VCE Visual Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in afterschool studio enrichment activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured questions for research and evaluation
- Extended responses
- Practical media submissions
- End-of-semester examination

## Media – Unit 3 and 4

### Unit 3: Media Narratives and Pre-Production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. They consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Students study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. They 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. The three Areas of Study invite students to consider:

- How does the context of a narrative influence its construction and audience readings?
- How are ideas, research, investigation and experimentation used in the development of media products?
- How do students refine their ideas and concepts to create media products?

**Area of Study 1:** Narratives and their contexts

**Area of Study 2:** Research, development and experimentation

**Area of Study 3:** Pre-production planning

### 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. 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 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. The two Areas of Study invite students to consider:

- How do students realise their intention through their media productions?
- Who holds the power and influence – the media or audiences?

**Area of Study 1:** Media production

**Area of Study 2:** Agency and control in and of the media

#### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Visual Arts subject teacher. Enrolled VCE Visual Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in afterschool studio enrichment activities may be required.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured questions
- Video Essay
- Research portfolio
- Production exercises
- Media production
- Essays
- External end-of-year examination

## Music – Unit 1 and 2

### Unit 1: Organisation of Music

Students explore and develop their understanding of how music is organised.

Students perform as an ensemble and/or solo musician and develop technical control, expression and stylistic understanding of their chosen instrument/sound source. They create musical works and reflect on the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

**Area of Study 1:** Performing

**Area of Study 2:** Creating

**Area of Study 3:** Analysing and responding

### Unit 2: Effect in Music

Students focus on the way music can be used to create an intended effect.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. At least one work should convey a specified effect in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

**Area of Study 1:** Performing

**Area of Study 2:** Creating

**Area of Study 3:** Analysing

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Performing Arts subject teacher. Enrolled VCE Performing Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in evening assessment performances and/or afterschool studio enrichment activities may be required. *Students encouraged to be enrolled in lessons on at least one chosen instrument, either through the school or externally.*

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Performances of three works, including at least one ensemble/group work and/or one solo work.
- Structured questions
- Aural, written and practical tasks
- Composition tasks
- End-of-semester written examination
- Performance Recital (Unit 1)
- Performance Examination (Unit 2)

## **Music – Unit 3 and 4**

### **Unit 3: Music Contemporary Performance**

This unit prepares students to present convincing performances of group and solo works. Students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

**Area of Study 1:** Performing

**Area of Study 2:** Analysing for Performance

**Area of Study 3:** Responding

### **Unit 4: Music Contemporary Performance**

Students refine their ability to present convincing performances of group and solo works. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance.

**Area of Study 1:** Performance

**Area of Study 2:** Preparing for performance

**Area of Study 3:** Music language

### **Prerequisites**

The Performing Arts expectations: students are to discuss their suitability for this subject with the current VCE Performing Arts subject teacher. Enrolled VCE Performing Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in evening assessment performances and/or afterschool studio enrichment activities may be required.

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Structured questions
- Performance
- Analysing for Performance Task (Folio Submission)
- External end-of-year performance examination
- Written Examination

## Music – Unit 3 and 4

### Unit 3: Music Repertoire Performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member.

Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. This is an externally assessed performance examination worth 50% of the study score. Students also develop technical repertoire to improve skills and technique. Outcome 3 focuses on written responses to aural, theory and analysis. The written exam is based on content from this outcome.

**Area of Study 1:** Performing

**Area of Study 2:** Analysing for Performance

**Area of Study 3:** Responding

### Unit 4: Music Repertoire Performance

In this area of study, students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop musicianship skills through regular individual practice, and ensemble skills through structured rehearsal with other musicians. Across Unit 4, students work towards presenting their recital program for external assessment.

**Area of Study 1:** Performance

**Area of Study 2:** Preparing for Performance

**Area of Study 3:** Responding

### Prerequisites

Students are required to discuss their suitability for this subject with a VCE Performing Arts teacher prior to enrolment. Students should demonstrate an appropriate level of performance skill on their chosen instrument or voice. Experience in formal instrumental tuition (such as AMEB or equivalent programs) is highly beneficial, particularly for students undertaking the Repertoire Performance stream.

Students undertaking Repertoire Performance must be able to read and interpret standard music notation with confidence. Enrolled VCE Performing Arts students are expected to demonstrate a strong commitment to their chosen art form both in and out of the classroom. Participation in evening assessment performances and/or afterschool rehearsals and studio-based activities may be required.

### Methods of Assessment

- Structured questions
- Performance
- Technical Program Presentation
- External end-of-year performance examination
- End-of-year written examination.

## Physical Education – Unit 1 and 2

### Unit 1: Bodies in Motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal and cardiorespiratory systems. Students will then recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the cardiorespiratory systems, evaluating perceived physiological benefits and describing potential harms.

**Area of Study 1:** How does the musculoskeletal system work to produce movement?

**Area of Study 2:** What role does the cardiorespiratory system play in movement?

### 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 and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of intrapersonal and interpersonal factors that affect access to, and inclusion, participation and performance in, physical activity and sport, such as injuries, coaching, sports technology and the media, psychological strategies and equity for a range of population groups. Students explore one contemporary issue relevant to physical activity and/or sport and prescribe and participate in practical activities to highlight the issue. Students develop an understanding of the historical and current perspectives on the issue and forecast future trends. They form conclusions about the impacts these issues have on physical activity and sport in society.

**Area of Study 1:** How do physical activity, sport and exercise contribute to healthy lifestyles?

**Area of Study 2:** What are contemporary issues associated with physical activity and sport?

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured Questions
- Extended response question
- Oral presentation
- Practical laboratory report
- Written Plan or Multimedia presentation
- End-of-semester examination

## Physical Education – Unit 3 and 4

### Unit 3: Movement Skills and Energy for Physical Activity, Sport and Exercise.

Students to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills, apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

**Area of Study 1:** How are movement skills improved?

**Area of Study 2:** How does the body produce energy?

### Unit 4: Training to Improve Performance

Students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements to apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

**Area of Study 1:** What are the foundations of an effective training program?

**Area of Study 2:** How is training implemented effectively to improve fitness?

**Area of Study 3:** Integrated movement experiences

### Prerequisites

There are no prerequisites for Year 12 students, however, the study of Physical Education Units 1 and 2 and/or Year 10 Sports Science is recommended.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Practical laboratory report
- Data analysis
- Case study
- Written reports
- Structured questions
- Extended-response question drawing on personal experiences from a chosen practical activity
- External end-of-year examination

## Physics – Unit 1 and 2

### Unit 1: How is Energy Useful to Society?

Students examine some of the fundamental ideas and models used by physicists to enhance their ability 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. In the three different Areas of Study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They build on their understanding of energy to explore energy that derives from the nuclei of atoms and learn about the properties of the radiation from the nucleus and effects of radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. They develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

**Area of Study 1:** How are light and heat explained?

**Area of Study 2:** How is energy from the nucleus utilised?

**Area of Study 3:** How can electricity be used to transfer energy?

### Unit 2: How does Physics Help us to Understand the World?

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. In the three different Areas of Study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. Selecting from eighteen options, they explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. They adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach and evaluate a conclusion in response to the research question.

**Area of Study 1:** How is motion understood?

**Area of Study 2:** Options: How does physics inform contemporary issues and applications in society?

**Area of Study 3:** How do physicists investigate questions?

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Report of practical activities, explanation of a device, physics phenomenon, and student-designed or adapted investigation
- Modelling activity – design, construction, testing and evaluation of a device
- Reflective learning journal
- Media response
- Data analysis
- Tests
- End-of-semester examination

## Physics – Unit 3 and 4

### Unit 3: How do Fields Explain Motion and Electricity?

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

**Area of Study 1:** How do physicists explain motion in two dimensions?

**Area of Study 2:** How do things move without contact?

**Area of Study 3:** How are fields used in electricity generation?

### Unit 4: How have Creative Ideas and Investigation Revolutionised Thinking in Physics??

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. Students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students investigate light further by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

**Area of Study 1:** How has understanding about the physical world changed?

**Area of Study 2:** How is scientific inquiry used to investigate fields, motion or light?

#### Prerequisites

No prerequisites exist for Year 12 students, however, the study of Physics Units 1 and 2 is highly recommended.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Apply physics concepts to explain a model, theory, device, design or innovation
- Analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- Problem-solving, applying physics concepts and skills to real-world contexts
- Compare and evaluate two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.
- Design and conduct a scientific investigation related to fields, motion or light. present an aim, methodology and results, discussion and conclusion in a scientific poster
- External end-of-year examination

## Politics – Unit 1 and 2

### Unit 1: Politics, Power and Political Actors

In this unit, students learn that political actors are individuals such as political leaders or ordinary citizens, or organisations such as parliaments or the United Nations, who have some measure of political power and/or authority and who engage in activities that can have a significant influence on decisions, policies, public discussion, media coverage and outcomes associated with a given issue. They may be local, national, regional or global.

Political issues typically arise from the tension between political stability and change; that is, the forces or people working to maintain the status quo and the forces or people working to create change. A political issue will involve a conflict between political actors with different interests and perspectives. The issue may be resolved through cooperation, compromise or coercion, or not at all.

Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

### Unit 2: Democracy: Stability and Change

In this area of study, students analyse the operation of Australian democracy, democratic institutions and processes, and assess the political significance of challenges to democratic principles. Students investigate at least one of the issues detailed below and consider its relationship to the success of Australian democracy, the tensions and conflict between forces working for political stability and those working for change, and how the democratic rights of citizens may challenge established policies, practices and norms. This investigation requires students to broaden their knowledge of the key Australian democratic institutions and processes that operate in Australia and the ability of Australian citizens to participate meaningfully in the political system. Students engage with political thinking through an investigation into at least one of the listed options to evaluate the strength of Australian democracy and consider if reforms to Australia's political system are appropriate or required.

Students analyse global challenges to the principles of democracy and assess threats to their effectiveness, legitimacy, spread and impact. Students explore at least one global issue or crisis that challenges the importance of democratic principles and consider the causes and consequences of this issue or crisis. Students discover the significant impact states and other global actors may have on the legitimacy and spread of democratic principles, such as free and fair elections, accountability and transparency in political processes, rule of law, human rights, equality and the separation of powers. They analyse the degree to which the interests of global actors can significantly undermine or promote these principles.

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- a political inquiry
- analysis and evaluation of sources
- a political debate
- extended responses
- short-answer questions
- an essay.
- End-of-semester examination

## Politics – Unit 3 and 4

### 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, or the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state, but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises and investigate their consequences on a global level and for a variety of global factors.

Importantly, students develop an appreciation for the perspectives and interests global actors bring to contemporary issues and crises, which can be multifaceted and changeable. Students come to understand that the responses of global actors to these issues or crises may take a variety of forms, such as cooperation, disengagement and/or conflict, and they assess the degree to which these responses can effectively resolve the issue or crisis. Students consider how the actions and responses of global actors contribute to creating global and regional political stability and/or change.

**Area of Study 1:** Global issues, global responses

**Area of Study 2:** Contemporary crises: conflict, stability, and change

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

**Area of Study 1:** Power and the national interest

**Area of Study 2:** Australia in the Indo-Pacific

#### Prerequisites

None.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Case study
- Essay
- Short answer questions
- Extended response questions
- End-of-year external examination
- Inquiry

## Psychology – Unit 1 and 2

### 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, including Aboriginal and Torres Strait Islander peoples has made to an understanding of psychological development to the development of psychological model 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 and explore brain plasticity and the influence that brain damage may have on a person's psychological functions. A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3 which involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data.

**Area of Study 1:** What influences psychological development?

**Area of Study 2:** How are mental processes and behaviour influenced by the brain?

**Area of Study 3:** how does contemporary psychology conduct and validate psychological research?

### Unit 2: How do 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 and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. They are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functions. Students 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. They investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. A student-adapted or designed scientific investigation is undertaken in Area of Study 3 involving the generation of primary data and is related to internal and external factors that influence behaviour and mental processes.

**Area of Study 1:** How are people influenced to behave in particular ways?

**Area of Study 2:** What influences a person's perception of the world?

**Area of Study 3:** How do scientific investigations develop our understanding of influences on perception and behaviour?

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Response to an investigation into contemporary psychological research
- Report of a student-adapted or designed investigation using a selected format
- Analysis and evaluation of an experiment or case study
- Other assessments such as reflective annotations in a logbook, media analysis, response to a psychological issue or ethical dilemma, data analysis
- End-of-semester examination

## Psychology – Unit 3 and 4

### Unit 3: How does Experience Affect Behaviour and Mental Processes?

The nervous system influences behaviour and the way people experience the world. Students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviour. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

**Area of Study 1:** How does the nervous system enable psychological functioning?

**Area of Study 2:** How do people learn and remember?

### Unit 4: How is Wellbeing Developed and Maintained?

Sleep and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

**Area of Study 1:** How does sleep affect mental processes and behaviour?

**Area of Study 2:** What influences mental wellbeing?

**Area of Study 3:** How is scientific inquiry used to investigate mental processes and psychological functioning?

#### Prerequisites

None.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Comparison and analysis of contemporary media articles
- Analysis and evaluation of a case study, experiment, model or simulation
- Analysis and evaluation of data
- Comparison and evaluation of methods and findings of three student practical activities
- Scientific poster
- External end-of-year examination

## Religion and Society – Unit 1 and 2

### Unit 1: The Role of Religion in Society

Students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live. A range of examples is studied throughout the unit.

**Area of Study 1:** The nature and purpose of religion

**Area of Study 2:** Religion through the Ages

**Area of Study 3:** Religion in Australia

### Unit 2: Religion and Ethics

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others.

Students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

**Area of Study 1:** Ethical decision making and moral judgement

**Area of Study 2:** Religion and ethics

**Area of Study 3:** Ethical issues in society

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Reports / essays / annotated charts
- Debates
- Role-plays
- identification / written exercises
- End-of-semester examination

## Religion and Society – Unit 3 and 4

### Unit 3: The Search for Meaning

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this search for meaning, students explore how various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. They consider how religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists.

Students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. They also consider the interaction between significant life experiences and religion. In Unit 3-4, religious traditions or denominations are selected from Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

**Area of Study 1:** Responding to the search for meaning

**Area of Study 2:** Expressing meaning

**Area of Study 3:** Significant life experiences, religious beliefs and faith

### Unit 4: Religion, Challenge and Change

Students focus on the interaction over time of religious traditions and the societies of which they are a part. They consider how for much of human history, religion has been a truth narrative, offering a means for finding answers to the big questions of life. Students examine the dynamic process of engagement and negotiation between religious traditions and denominations, with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. They explore how religious traditions as living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society. Students explore challenges for religious traditions or religious denominations generally over time and then study challenge and change for a religious tradition or religious denomination.

**Area of Study 1:** Challenge and response

**Area of Study 2:** Interaction of religion and society

#### Prerequisites

None.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- An essay
- A case study or report
- Analytical exercise
- Structured questions
- Extended response
- External end-of-year examination

## Systems Engineering – Unit 1 and 2

### Unit 1: Mechanical Systems

In this area of study, students learn about fundamental mechanical engineering principles and the components required when producing an operational system. Students learn fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically. Using the systems engineering process students research, design and plan a mechanical system. They consider relevant factors that influence the creation and use of their system and document their findings and process.

**Area of Study 1:** Mechanical system design

**Area of Study 2:** Producing and evaluating mechanical systems

### Unit 2: Electrotechnological Systems

Students study fundamental electrotechnological engineering principles. 'Electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. Students explore some of these emerging technologies.

Students study fundamental electrotechnological 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 and explain the electrical characteristics of circuits.

**Area of Study 1:** Electrotechnological systems design

**Area of Study 2:** Producing and evaluating electrotechnological systems

### Prerequisites

None.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folio
- Production work
- Practical demonstrations
- End-of-semester examination

## **Systems Engineering – Unit 3 and 4**

### **Unit 3: Integrated and Controlled Systems**

Students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work 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 the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological 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 and technological developments to improve the credentials of non-renewables.

**Area of Study 1:** Integrated and controlled systems design

**Area of Study 2:** Clean energy technologies

### **Unit 4: Systems Control**

Students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and for which they commenced production in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. As well as testing, diagnosing and analysing the performance of the system, students evaluate their process and the system.

Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

**Area of Study 1:** Producing and evaluating integrated and controlled systems

**Area of Study 2:** New and emerging technologies

### **Prerequisites**

None. However, some additional preparatory work would be advisable for students entering Units 3 and 4 without completing Units 1 and 2.

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Multimedia/simulation presentation
- Folio
- Brochure
- Report
- Production work
- Oral presentation

## Theatre Studies – Unit 1 and 2

### Unit 1: History of Theatre Styles and Conventions Pre-1945

Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works. Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and apply this knowledge and skill to their own work. They study safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in theatre production. Theatre up to and including 1944 encompasses scripts from a wide range of styles including, but not limited to, Agitprop, Ancient Greek, Ancient Roman, Beijing Opera, Bunraku, Epic Theatre (early works), Elizabethan, Medieval, Musical Theatre, Neoclassical, Noh, Melodrama, Realism, Surrealism, Theatre of Cruelty and Wayang Kulit Theatre.

**Area of Study 1:** Exploring pre-1945 theatre styles and conventions

**Area of Study 2:** Interpreting scripts

**Area of Study 3:** Analysing a theatre production in performance

### Unit 2: Contemporary Theatre Styles and Movements

In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either two distinct theatre styles OR a theatre movement between 1945 and the present day. In either option, students should study at least one Australian play. Contemporary theatre movements can be defined as performance styles from 1945 onwards that push the boundaries of traditional theatre styles and conventions. They often consist of a range of conventions and features and can cut across art forms, genres and disciplines. This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work. Students develop knowledge of, and skills relating to, theatre production processes that include dramaturgy, planning, development and presentation to an audience, and they apply these to their own work. They study safe, ethical, inclusive and sustainable working practices (where possible, using environmentally sustainable approaches) in theatre production. They develop skills in theatre production analysis and evaluation, which they apply to their own work and to the work of other practitioners. Examples of theatre styles post-1945 include Kitchen Sink Drama, Immersive theatre, Verbatim theatre, Theatre of the Absurd, Australian realism, Musical theatre, Butoh, Forum theatre.

**Area of Study 1:** Exploring contemporary theatre styles and/or movements

**Area of Study 2:** Interpreting scripts

**Area of Study 3:** Analysing and evaluating a theatre production

#### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Arts subject teacher. Enrolled VCE Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in evening assessment performances and/or afterschool studio enrichment activities may be required.

#### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Interpretation of scripts through application of at least two production roles: actor, director and/or designer (concept/design – costume, makeup, props, set, lighting, sound).
- Oral/visual/media reports and /or presentations
- Structured questions
- End-of-semester examination

## Theatre Studies – Unit 3 and 4

### Unit 3: Producing Theatre

Students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of elements of theatre composition and safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the script of the performance. The playlist is published annually on the VCAA website.

**Area of Study 1:** Staging theatre

**Area of Study 2:** Interpreting a script

**Area of Study 3:** Analysing and evaluating theatre

### Unit 4: Presenting an Interpretation

Students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, students work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through the analysis and evaluation of a production they attend for their work in Area of Study 3. The production must be selected from the prescribed VCE Theatre Studies Playlist and must be different from the production they analyse in Unit 3. The playlist is published annually on the VCAA website. Students analyse and evaluate acting, direction and design in the selected production and consider the application of theatre technologies. In conducting their work in Areas of Study 1 and 2, students further develop their knowledge and application of inclusive and sustainable (where possible, environmentally sustainable) theatre practices.

**Area of Study 1:** Dramaturgical research and presenting theatrical possibilities

**Area of Study 2:** Interpreting a monologue

**Area of Study 3:** Analysing and evaluating a performance

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Arts subject teacher. Enrolled VCE Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in evening assessment performances and/or afterschool studio enrichment activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Interpretation of scripts through the application of at least two production roles: actor, director and/or designer (concept/design - costume, makeup, props, set, lighting, sound).
- Oral/visual/media reports and /or presentations
- Structured questions
- End-of-year external monologue and written examination

## Visual Communication Design – Unit 1 and 2

### 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. Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change. The three Areas of Study invite students to consider:

- How do designers find and reframe human-centred design problems?
- How can visual language communicate to audiences and shape behaviours?
- What influences design, and what does design influence?

**Area of Study 1:** Reframing design problems

**Area of Study 2:** Solving communication design problems

**Area of Study 3:** Design's influence and influences on design

### Unit 2: Design Contexts and Connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. The three Areas of Study invite students to consider:

- How does design reflect and respond to the time and place in which it is made?
- How do designers evolve culturally appropriate design practices?
- What is the role of visual communication in shaping positive and inclusive interactive experiences?

**Area of Study 1:** Design, place and time

**Area of Study 2:** Cultural ownership and design

**Area of Study 3:** Designing interactive experiences

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Visual Arts subject teacher. Enrolled VCE Visual Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in afterschool studio enrichment activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folio of visual communications
- Structured questions and short answer responses
- An annotated visual report
- Presentation for critique
- End-of-semester examination

## Visual Communication Design – Unit 3 and 4

### 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 study not only how designers work but how their work responds to both design problems and conceptions of good design. 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. They generate, test and evaluate design ideas and share these with others for critique. The three Areas of Study invite students to consider:

- What are the visual communication practices used by designers?
- How do designers use visual language to communicate ideas and information to audiences or users?
- How do designers apply a design process to reframe problems and develop ideas?

**Area of Study 1:** Professional design practice

**Area of Study 2:** Design analysis

**Area of Study 3:** Design process: defining problems and developing ideas

### 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. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. The two Areas of Study invite students to consider:

- How do designers resolve design problems?
- *How do designers propose solutions to communication needs?*

**Area of study 1:** Design Process: refining and resolving design concepts

**Area of study 2:** Presenting Design Solutions

### Prerequisites

Students are to discuss their suitability for this subject with the current VCE Visual Arts subject teacher. Enrolled VCE Visual Arts students are expected to demonstrate a commitment to their chosen art form both in and out of the classroom. Participation in afterschool studio enrichment activities may be required.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folio of visual communications
- Comparative case study
- Written analysis
- Responses to questions
- External end-of-year examination

## Contacts

Before making decisions about course composition and balance, students and parents may wish to seek advice from relevant staff. Students are not guaranteed entry into any VCE subject of their choosing and selections will be considered according to proven work ethic, learning progress and final results. Class size limits apply and students submitting selections late or not showing appropriate commitment to their subjects may be precluded from certain subjects.

Please contact the following staff should you have any queries.

For Curriculum and VCE Enquiries		
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For Subject Specific Information		
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