



**THOMAS CARR  
COLLEGE**

# YEAR 11 & 12 SUBJECT INFORMATION

*They Will Shine*

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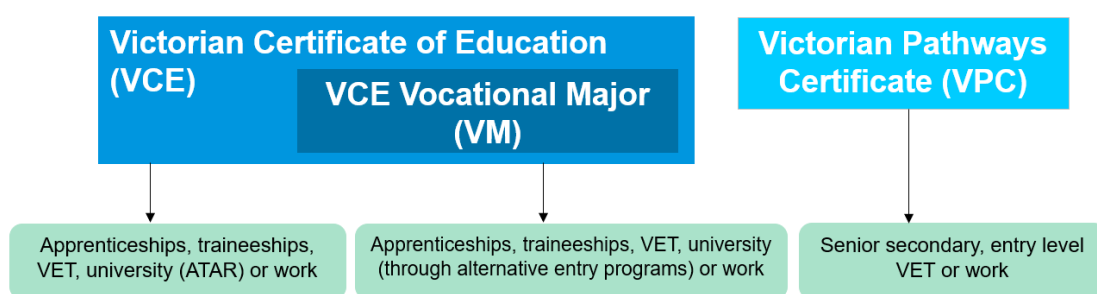
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## INTRODUCTION

At Thomas Carr College we are committed to achieving improved learning outcomes for all students and establishing a learning and teaching program that incorporates a breadth, and depth of choices in the VCE subjects and Applied Learning pathways offered at Year 12 and within the senior school.

At the senior school level, this includes Religious Education and providing the option for our students to select from either one of the following senior secondary pathways:

- Victorian Certificate of Education (VCE)
- VCE Vocational Major (VM)
- Victorian Pathways Certificate (VPC)



## THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education provides diverse pathways to further study or training at university or TAFE and to employment.

### VCE Pathways

At Year 12 students selecting the VCE pathway will study FIVE subjects and Religious Education. This includes:

- ONE Unit 3 and 4 VCE English subject (English, English Language and/or Literature).
- Unit 3 and 4 Religion and Society and/or Texts and Traditions (9 periods per cycle) OR Thomas Carr Religious Education (5 periods per cycle).
- Any combination of the listed VCE or VET subjects (subject to timetable constraints).

**NOTE:** Some Unit 3 and 4 subjects may not be offered, if there was no Unit 1 and 2 class in that subject in the previous year.

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## VCE – VOCATIONAL MAJOR (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. For more details, refer to the Vocational Pathway Section of this Handbook.

**NOTE:** Students must submit a VCE-Vocational Major application form and attend an interview to be eligible for the VCE-VM course of study.

### Learning Support

Students who have been identified as needing additional support will be supported by Learning Support Officers (LSOs) in classes across their subject selections. In addition to this, adjustments will be made by all teaching staff across all subject areas in consultation with students, families and Learning Diversity.

## Who is the VCE-VM for?

- Students in Year 11 and 12 who benefit from an applied learning approach to teaching and assessment.
- Students who would benefit from the flexibility to combine Structured Workplace Learning (SWL) or an SBAT in their senior school program.
- Students who are not requiring a direct pathway to university via an ATAR.

## VOCATIONAL EDUCATION AND TRAINING IN SCHOOL (VET) COURSES

VET can play an important role in senior secondary schooling. When you add VET to your VCE or VCE VM studies (in Year 10, 11, and 12), you gain practical skills in an industry you are interested in. Students must submit and VET application form to Mr Bassi to qualify for enrolling in a VET in 2025.

VET Courses provide:

- A nationally recognised qualification in a specific industry or provide credit towards one contribute towards the completion of your VCE.
- Potential opportunity to study through School-Based Apprenticeships and Traineeships, which are often paid positions.

The College belongs to the Wyndham VET cluster of schools which offer a wide range of VET certificates. The list can be found in the 2025 Wyndham VET Cluster Student Handbook which is also available to download from our College website.

Thomas Carr College Trade Training Centre will offer VET certificate courses in Carpentry and Certificate II in Sound Production is also offered at the College.

### Materials and Tuition Additional Fees

Students will be required to pay additional material fees for enrolling in VCE-VET courses as a part of either their VCE or VCE-VM Pathway. These fees range from \$240-\$450. Please refer to Appendix 1 for the VET Fees Table.

### Student Requirements

Maturity & Organisational Skills	Participation in a VET requires a high level of maturity, organisation and motivation.
Attendance	90% attendance and 100% completion are requirements for passing all VET courses.
Punctuality	Students in Year 10 and VCE students will miss scheduled classes to attend their VET course. It is the responsibility of the student to catch up on any work or assessments missed. If applicable students must return to the college to complete classes before or after their VET class.
Transport	Students completing a VET course in the Wyndham cluster afternoon classes will be provided transport. Students completing morning or all- day classes will be required to get their own transport to and from the venue.



## VCE: COURSE OVERVIEW

	Religious Education	English	VCE Choice	VCE Choice	VCE Choice	VCE or VET Choice	VCE Choice
Year 11	TCC Religious Education or Unit 1 & 2 R&S or Unit 1 & 2 T&T	English or English Language or Literature					
Year 12	TCC Religious Education or Unit 3 & 4 R&S or Unit 3 & 4 T&T	Continue English Studies				Students continue with their chosen VCE or VET course	Students do not continue one Year 11 study

## VCE VOCATIONAL MAJOR: COURSE OVERVIEW

	Religious Education	Literacy	Numeracy	Personal Development	Work Related Skills	VET	VCE
Year 11	TCC Religious Education	VM Literacy or English	VM Numeracy or VCE Foundation Mathematics or VCE General Mathematical Methods	Compulsory Subject	Compulsory Subject	Students choose ONE VET courses See the list in Wyndham Cluster Handbook for courses, fees associated and venues	Students choose ONE VCE subject from the list below
Year 12	TCC RE Religious Education	Continue Literacy or VCE English Pathway		Compulsory Subject	Compulsory Subject	Students continue with their chosen VET course	Students continue with the VCE study

## VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate is designed for a limited cohort of students in Years 11 and 12 who are not ready to undertake the VCE or the VCE Vocational Major for various reasons.

### Who is the VPC for?

- Students in Year 11 and 12 who cannot participate in the VCE (including the Vocational Major).
- Students who have missed significant periods of school.
- Vulnerable students at risk of disengaging from their education.
- Students with additional needs.

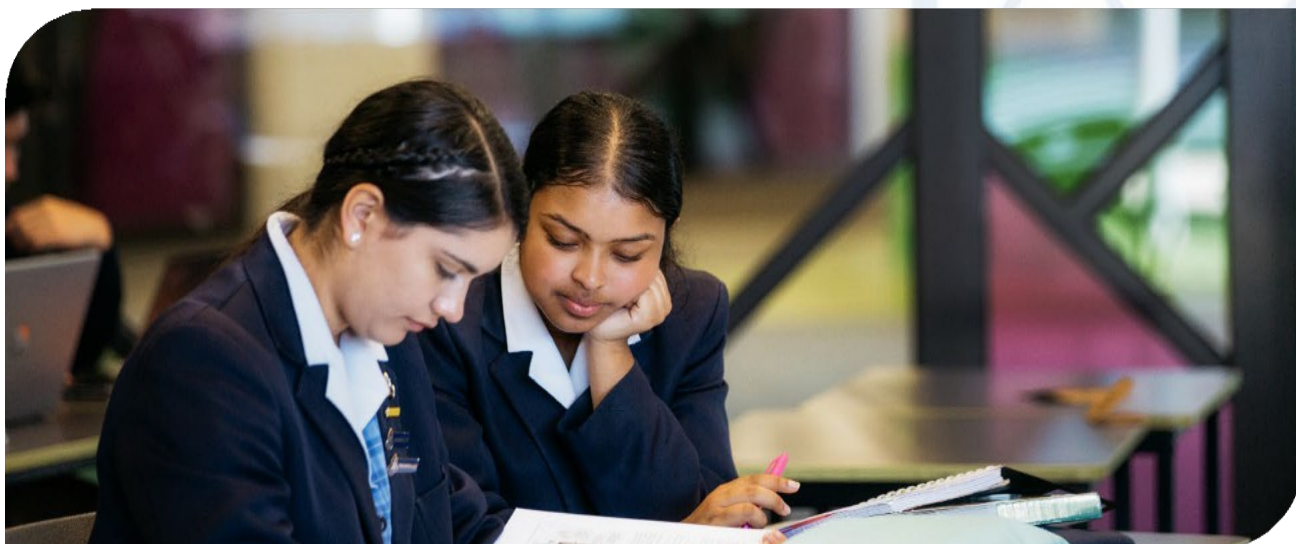
**NOTE:** The Victorian Pathways Certificate (VPC) will be offered to targeted students who have been identified as not being ready to undertake the VCE or the VCE Vocational Major (VM).

This will be in consultation with parents and based on the learning needs of individual students.

## ACCELERATION STUDIES: YEAR 11

For Year 10 students who are currently accelerating and wishing to continue with their chosen accelerated subject into VCE Unit 3 and 4 subject in Year 11:

- An application must be completed to review performance
- Students must meet selection criteria:
  - An average grade of at least 70% in the current VCE Unit 1&2 subject.
  - An average grade of at least 70% in English
  - An average of 60-70% in other subjects
  - Work Habits at a High Standard
  - Teacher and Pastoral and Learning Mentor Recommendations





## IMPORTANT CONTACTS

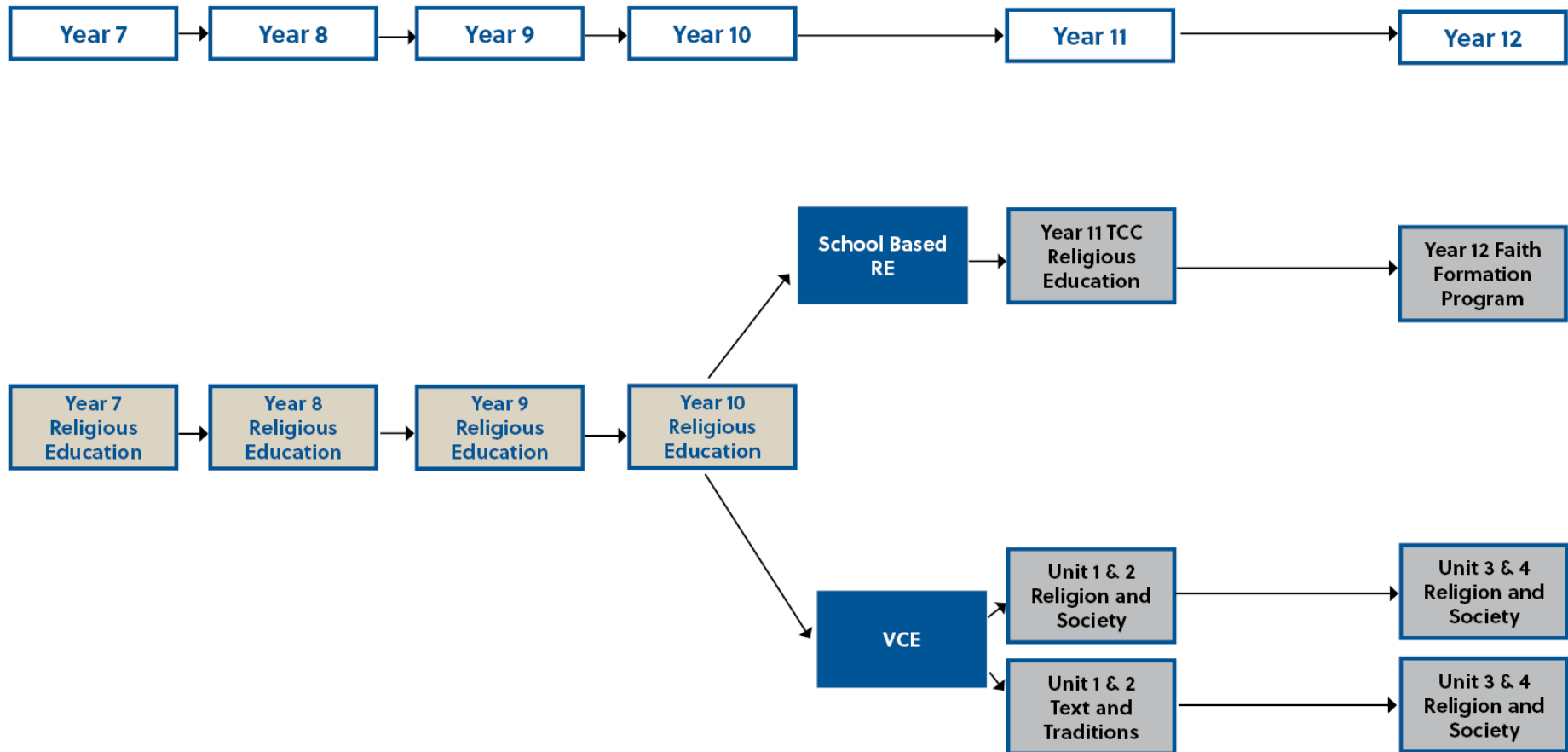
To learn more about the Year 11 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

QUESTION	CONTACT PERSON
Subject-specific questions	Subject teacher or the relevant Learning Area Leader
Subject selection process or to learn more about the subjects offered at Years 11 including VCE options	Ashley Saliba Director of Learning & Growth: Progression
College's Vocational pathways including our Applied Learning and VET programs	John Bassi Applied Learning Leader

ROLE	CONTACT PERSON	EMAIL
Deputy Principal: Learning and Teaching	Damian Bernardo	damian.bernardo@thomascarr.vic.edu.au
Director of Learning and Growth: Progression	Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
Director of Learning and Growth: Pedagogy	Alice Power	alice.power@thomascarr.vic.edu.au
Director of Learning and Growth: Curriculum	Gabby Dillon	gabby.dillon@thomascarr.vic.edu.au
Director of Learning and Growth: Learning Diversity	Claire Naraghi	claire.naraghi@thomascarr.vic.edu.au
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Learning Leader: Languages	Nani Thomas	nani.thomas@thomascarr.vic.edu.au
Learning Leader: Mathematics	Robert Peszko	robert.peszko@thomascarr.vic.edu.au
Learning Leader: Religious Education	Alice Power	alice.power@thomascarr.vic.edu.au
Learning Leader: Science	Alicia Waring	alicia.waring@thomascarr.vic.edu.au

# RELIGIOUS EDUCATION

## Religious Education Pathways



## Year 11 TCC Religious Education

### Course Overview

The senior Religious Education course invites students to explore how faith and belief connect with the realities of today's world. Drawing on the Catholic tradition, the course encourages students to think deeply about values, identity, and the human experience. It also promotes understanding of different perspectives and fosters respectful engagement with diverse worldviews. Students will be challenged to reflect critically, engage thoughtfully with contemporary issues, and consider how beliefs shape the way people live, make decisions, and relate to others.

### Learning Focus

The Year 11 Religious Education program provides students with the tools to explore how faith, values, and belief systems respond to the challenges and questions of modern life. Through real-world examples and meaningful topics, students will investigate how Catholic beliefs interact with broader cultural, moral, and social issues. The course encourages critical thinking and personal reflection, helping students make meaningful connections between their learning and everyday life.

### Assessment

Students will be assessed on a range of tasks designed to demonstrate their understanding, analysis, and ability to apply religious concepts to real-life contexts. Assessment tasks may include:

- Analytical exercises
- Case studies
- Debates
- Essays
- Extended responses
- Interviews and short reports
- Multimedia presentations
- Visual or textual commentaries
- Structured and short-answer questions

### Contribution to Overall Score

School-assessed coursework will contribute to the overall score for each semester.

### Future Pathways

On successful completion of the Year 11 curriculum, students will progress to further Religious Education studies in Year 12. They may continue with the school-based curriculum or elect to undertake VCE Religion and Society Units 3 and 4 or Texts and Traditions Units 3 and 4. This course provides a strong foundation for tertiary study or employment in areas that benefit from a deep understanding of religious and ethical perspectives, such as education, healthcare, social work, international development, law, and community leadership.

## Year 12 Faith Formation Program

### Course Overview

The Year 12 school-based Religious Education program for Year 12 students is an inquiry-based capstone experience called the RISE Project (*Reflect, Inspire, Serve, Empower*). Centred on the theme '*Church and Community*', this course empowers students to explore how the Catholic tradition has shaped communities throughout history and continues to influence life at Thomas Carr College. Students will examine the lives and legacies of key figures central to the College who serve as models of Gospel-inspired action and faith in practice. Through the RISE Project, students are invited to reflect deeply on the mission of the Church and their own capacity to respond to the call of faith through meaningful contribution and service.

### Learning Focus

The RISE Project invites Year 12 students to explore how Catholic Social Teaching, Gospel values, and the example of Church leaders apply to real-world issues. Students will examine how the Church continues to serve and lead in society through acts of compassion, justice, and advocacy. Students will work in teams to identify a need or area of interest, then plan and implement a project that makes a meaningful contribution to the school or wider community. The RISE Project empowers students to reflect, inspire, serve, and lead—living out the College mission and leaving a lasting legacy.

### Assessment

Students' understanding and contribution will be assessed through a variety of tasks, including:

- Research and analysis of historical and contemporary Church figures
- Critical reflection tasks
- Collaborative planning documents
- Project proposals and action plans
- Implementation of a community-based initiative
- Oral and/or visual presentations
- Self and peer evaluations
- Final reflection and project report

This inquiry-based project engages students in the Global Competencies of Deep Learning, contextualised within the Shared Christian Praxis framework of Religious Education. Through collaborative exploration and critical reflection, students apply key 21st-century skills: communication, creativity, collaboration, and citizenship, to build character and deepen their engagement with faith in action.

### Contribution to Overall Score

All assessment tasks and project components contribute to the student's overall Religious Education result for the semester. Emphasis is placed on engagement, teamwork, initiative, and personal reflection throughout the project.

### Future Pathways

The RISE Project prepares students for life beyond school by fostering essential 21st-century skills such as communication, critical thinking, collaboration, creativity, and global citizenship. Through the inquiry-based approach, students develop confidence, initiative, and the ability to work in teams to solve real-world problems, skills that are highly valued in both further education and the workforce.

Graduates of this program will be well-equipped for future study or careers in areas such as education, healthcare, social justice, international development, theology, community leadership, and human rights. Whether pursuing tertiary study or entering the workforce, students will carry with them a strong sense of character, ethical responsibility, and a commitment to making a positive impact on their communities and the wider world.

# Religion And Society Units 1 and 2

## Course Overview

VCE Religion and Society explores the dynamic relationship between religion and society throughout history. Religion has played a significant role in society's development, wielding power, authority, and justice. However, religious institutions have not always positively interacted with society, sometimes supporting unethical behaviour from other power structures or individuals. Conversely, society has not always treated religion favourably, at times enabling unethical behaviour from religions and individuals.

This study deepens students' understanding of societies and cultures with diverse worldviews. They explore ethical issues negotiated by spiritual, and religious traditions. These traditions offer value systems that shape interactions with society and influence decision-making. The study delves into beliefs and aspects of religion expressing these value systems. Additionally, students examine religion's role in historical and present events, understanding its evolving significance in societies today. This study cultivates appreciation for complex societies, fosters research and analytical skills.

## Learning Focus

### Unit 1: The role of religion in society

In Unit 1, we dive into the spiritual beginnings of religion and learn how it shaped society. We explore what religion is all about and how it has influenced human development throughout history. We also look at how different beliefs and religious groups have shaped our personal and group identities over time. We study the impact of individuals, groups, and new ideas on spirituality and religious traditions. This unit helps us understand the complicated connections between people, ideas, truth stories, spirituality, and religious traditions, both in general and specifically in Australian society. Throughout the unit, we will explore detailed examples from multiple spiritualities, religious traditions, and denominations. It is a chance for us to grasp how religion has shaped our world and how it continues to influence us today.

### Unit 2: Religion and ethics

How do we know what is right or wrong? When we are faced with unclear situations, how do we make decisions? Should we follow society's definition of good? Should we trust our instincts? Or should we turn to spirituality or religion for guidance? What principles should guide our decision-making? Ethics helps us understand how people make moral judgments. It involves examining different perspectives and analysing the reasoning behind them. Ethical questions come up in personal, family, community, national, and global contexts. Our ethical background, shaped by family, community, and traditions, influences our choices. Today, religion and philosophy interact with media and popular culture. However, society still relies on ethical perspectives and values rooted in human dignity and justice. In this unit, we will explore ethical decision-making methods in different religious and philosophical traditions. We will study ethical issues in societies with diverse worldviews.

## Assessment

Student performance on each outcome is assessed using tasks selected from the following options:

- Analytical exercises
- Case studies
- Debates
- Essays
- Extended responses
- Multimedia presentations
- Structured questions
- Visual analyses.

## Contribution to Overall Score

- Assessment Tasks: 60%
- Semester Examinations: 40%



## Future Pathways

On successful completion of Units 1 and 2 of Religion and Society students can choose to continue to their Religious Education in VCE by electing to undertake studies in Religion and Society Units 3 and 4 or Texts and Traditions Units 3 and 4.

Alternatively, students can select to study the Thomas Carr School-based Religious Education Program in Year 12.

This study prepares students for employment and/or further study at the tertiary level or in fields such as anthropology, theology, philosophy, sociology, journalism, politics, and international relations.



## Religion And Society Units 3 and 4

### Course Overview

VCE Religion and Society explores the dynamic relationship between religion and society throughout history. Religion has played a significant role in society's development, wielding power, authority, and justice. However, religious institutions have not always positively interacted with society, sometimes supporting unethical behaviour from other power structures or individuals. Conversely, society has not always treated religion favourably, at times enabling unethical behaviour from religions and individuals.

This study deepens students' understanding of societies and cultures with diverse worldviews. They explore ethical issues negotiated by spiritual, and religious traditions. These traditions offer value systems that shape interactions with society and influence decision-making. The study delves into beliefs and aspects of religion expressing these value systems. Additionally, students examine religion's role in historical and present events, understanding its evolving significance in societies today. This study cultivates appreciation for complex societies, fosters research and analytical skills.

### Learning Focus

#### Unit 3: The search for meaning

Throughout history and across cultures, humans have sought to understand the meaning of existence. They have asked big questions like where we come from, if there is something greater than us, our purpose, and what happens after death. To find answers, different worldviews have emerged, including spiritual, religious, philosophical, scientific, and ideological perspectives. In this Unit we explore how Religion offers a narrative with beliefs and aspects that provide meaning to human existence and the world. These beliefs shape a religious tradition's identity and include ideas about ultimate reality, the purpose of life, and the afterlife. We explore how these beliefs are expressed through different aspects of religion and how they create meaning for followers.

#### Unit 4: Religion, challenge and change

In this Unit, we focus on how religious traditions and denominations interact with society. Throughout history, religion has been a source of answers to life's big questions. These traditions and denominations engage with their members and society, negotiating with other institutions related to power and authority. They can influence and be influenced by society, bringing about change. They continue to evolve as members, contribute their talents and faith to expand beliefs, expressions, and applications in their lives. Challenges arise from the needs and insights of members and society. These challenges, influenced by various factors like the economy and technology, prompt religious traditions to take different stances and implement actions that impact society and their own identity. Students explore challenges faced by religious traditions and denominations and study how they navigate change.

### Assessment

- Analytical exercises
- Case studies
- Debates
- Essays
- Extended responses
- Multimedia presentations
- Structured questions
- Visual analyses

### Contribution to Overall Score

- School-assessed coursework for Unit 3 will contribute 25% to the study score
- School-assessed coursework for Unit 4 will contribute 25% to the study score
- The end-of-year examination will contribute 50% to the study score.

## Future Pathways

This study prepares students for employment and/or further study at the tertiary level or in fields such as anthropology, theology, philosophy, sociology, journalism, politics, and international relations.



## Texts and Traditions Units 1 and 2

### Course Overview

Studying VCE Texts and Traditions helps students understand the relationship between religious traditions and their sacred texts. By examining these texts, students gain a deeper understanding of the foundation and basis of these traditions. Sacred texts act as a reference for the tradition's organisation, rituals, values, and beliefs, both historically and in today's world. Students explore the texts in their original contexts and investigate their historical impact. They also learn different methods of interpretation and analyse the texts as literature. This study promotes independent and critical thinking, essential for various fields that involve analysing and interpreting written texts.

### Learning Focus

#### *Texts of Sacred Tradition*

In this unit, students focus on the importance of sacred texts in a religious tradition. This unit introduces basic methods of exegesis to help understand how these sacred texts in various literary forms came to be, and what they mean for different religious traditions. Students also explore how these texts have been used by people in different cultural settings to find meaning in various issues and ideas.

#### *Texts of Social Issues*

In this unit, students explore sacred texts to understand social attitudes on important issues like social structures, justice, authority, the environment, racism, and gender. Some texts may call for changes in attitudes, values, and institutions, while others may support existing ones. Students examine the social context in which these texts were created, how they are currently read, and why they are considered authoritative by religious traditions and society. Students also analyse how the texts both shape, and are influenced by, the messages they convey, and compare how sacred texts from different religious traditions address these social issues.

### Assessment

- Comparative tables
- Essays
- Exegetical exercises
- Multimedia presentations
- Short-answer questions
- Short reports, including ones based on interviews
- Textual commentaries.

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

On successful completion of Units 1 and 2 of Texts and Traditions students can choose to continue their Religious Education in VCE by electing to undertake studies in Texts and Traditions Units 3 and 4 or Religion and Society Units 3 and 4. Alternatively, students can select to study the Thomas Carr School-based Religious Education Program in Year 12.



## Texts and Traditions Units 3 and 4

### Course Overview

The study of VCE Texts and Traditions enables students to comprehend the connection between religious traditions and their holy writings. Through the examination of these texts, students acquire a more profound insight into the fundamental principles and origins of these traditions. Sacred writings serve as a guide for the organisation, rituals, values, and beliefs of a given tradition, both in the past and in contemporary society. Students delve into the texts within their original contexts and explore their historical influence. They also learn diverse approaches to interpret and analyse texts as pieces of literature. This course fosters independent and critical thinking, which is crucial in various fields that involve the analysis and interpretation of written works.

### Learning Focus

#### Unit 3: Texts and the Early Tradition

The texts of a certain religion are really important because they tell us about specific events, stories, laws, and teachings that happened at the beginning of that religion. In this class, we learn about the society and culture where that religion started. We try to understand how the texts were influenced by the history of that time. We also learn how the chosen text is a response to the needs of that society, like their beliefs, politics, and important events. We look at who the text was meant for and what it is trying to teach. To understand the text better, we learn about the methods scholars use today to study religious texts. There are two methods we learn about in Unit 3 and Unit 4: sociocultural criticism and literary criticism. Sociocultural criticism helps us understand the social and cultural experiences when the text was written. Whereas literary criticism helps us analyse the structure, forms, and themes of the text. By using these methods, we can get a better understanding of what the sacred text meant when it was first written.

#### Unit 4: Texts and their Teachings

In this Unit, we dive deeper into the methods we learned in Unit 3 to study specific passages. We want to understand these texts better and what they teach us about the connection between humans and something beyond our world. Certain texts are really important for a religion because they help us understand those teachings and the relationship with the transcendent. These teachings often come up in different themes within those texts, over time, the religious tradition has looked at these themes in different ways. In this Unit, we focus on one important theme in the text we are studying and see how it has been interpreted throughout history. We want to see how this theme adds meaning to the text and our understanding of it.

### Assessment

Student performance on each outcome is assessed using tasks selected from the following options:

- Comparative tables
- Essays
- Exegetical exercises
- Multimedia presentations
- Short-answer questions
- Short reports, including ones based on interviews
- Textual commentaries.

### Contribution to Overall Score

- School-assessed coursework for Unit 3 will contribute 25% to the study score
- School-assessed coursework for Unit 4 will contribute 25% to the study score
- The end-of-year examination will contribute 50% to the study score.



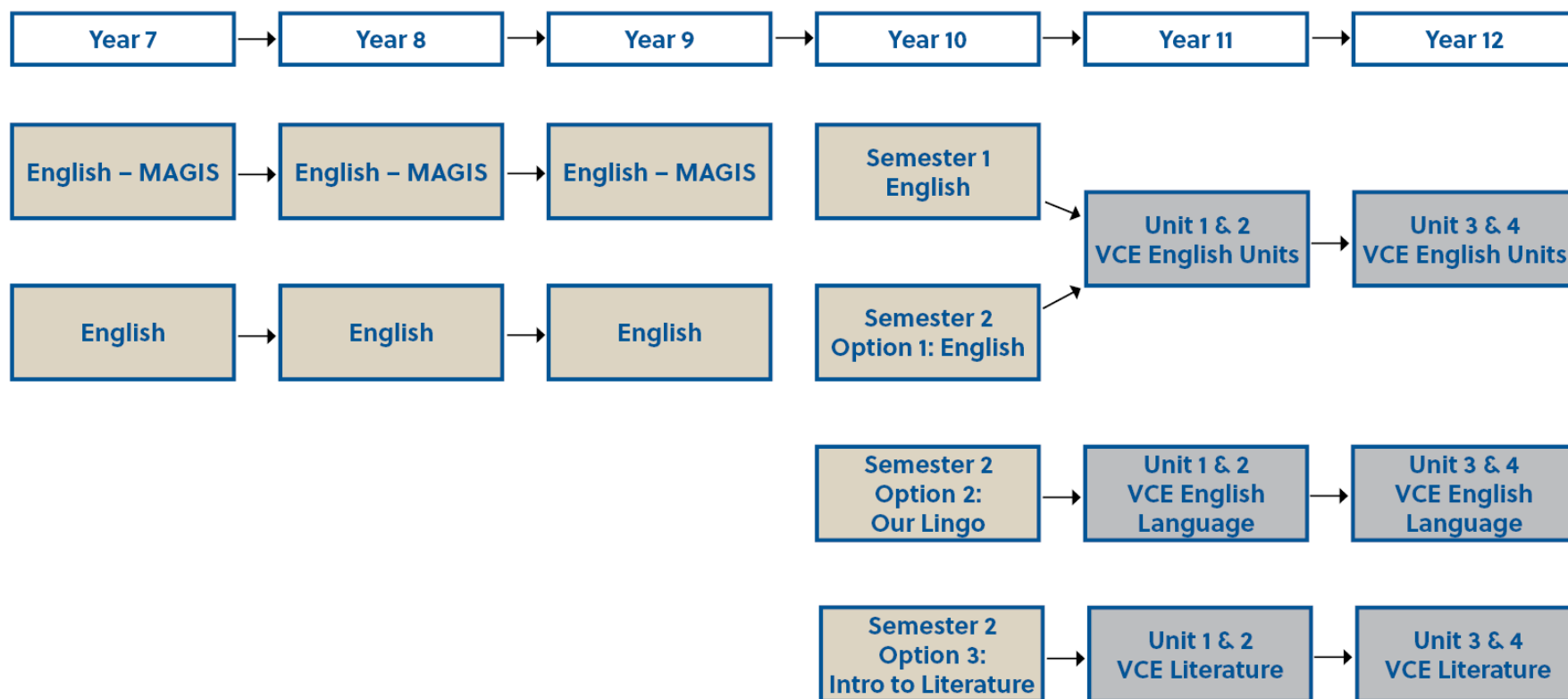
## Future Pathways

This study prepares students for employment and/or further study at the tertiary level or in fields such as education, theology, law, medicine, human geography, and business.



# ENGLISH

## English Pathways



### KEY

Gold sequence is compulsory for Year 7 - 10

VCE students can choose no more than two VCE English options in Year 11 and 12

## English and English as an Additional Language (EAL): Units 1 and 2

### Course Overview

The study of English empowers students to read, write, speak, and listen effectively in various contexts. VCE English and English as an Additional Language (EAL) foster critical and creative thinking, allowing students to embrace the beauty and challenges of their contemporary world with empathy and comprehension. Students actively collaborate, communicate, and confidently engage with our intricate and diverse society. By engaging with texts from different times, cultures, forms, and genres, including those that incorporate Aboriginal and Torres Strait Islander knowledge and perspectives, students gain valuable insights into a wide array of ideas. They enhance their skills in analysing and responding to texts, while also expanding their ability to create original compositions that accurately reflect the purpose, audience, and context of their expressions. Through the development of broad communication and reflection skills, the study of English enables students to participate in their diverse, dynamic, and multicultural world actively and positively.

### Learning Focus

In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They will also read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

In Unit 2, 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. In addition, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

### Assessment

- Analytical and Personal Responses to set texts
- Annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- Analysis of the use of argument and persuasive language and techniques in text(s)
- Oral presentations of a point of view text.
- Student-created texts such as: short stories, speeches, essays, poetry/songs, feature articles and memoirs and a description of writing processes.
- Semester Examinations

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## English and English as an Additional Language (EAL): Units 3 and 4

### Learning Focus

In Unit 3, students read and respond to texts analytically and produce forms of crafted essays based on a framework of ideas. Students further explain their decision and writing process of the crafted essays produced. EAL students complete a listening component respond the audio in the form of note taking and short answers.

In Unit 4, students read and respond to texts analytically. They also examine the functions of argumentation and language in persuasive texts, encompassing a written piece (in print or digital format) as well as a text in an alternative mode (audio and/or audiovisual). In addition, they create and present an oral presentation intended to position audiences about an issue currently debated in the media.

### Assessment

- Text response essays
- Listening and note taking (EAL students only)
- Crafted essays and comment on the writing process
- Argument analysis essays
- Oral presentations
- End of year examinations

### Contribution to Final Scores

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year Written Examination: 50%

### Future Pathways

Proficiency in the English language is fundamental to written and verbal communication in all fields of study and work. Students must satisfactorily compete English to attain the VCE or the VCE Vocational Major certificate.



## English Language Units 1 and 2

### Course Overview

The study of VCE English Language equips students with metalinguistic tools informed by linguistics, enabling them to critically analyse and apply their understanding of the English language. This focus provides students with fresh perspectives on their own language choices, the values and assumptions underlying language use by others, and the significant impact of language in controlling, shaping, and disrupting our lives. Students explore various aspects such as language structure, historical and geographical variations of English, language acquisition theories, the influence of social and cultural diversity on language, the intricate connection between language and power, as well as the role of language in constructing and deconstructing identity. They examine their own language use and examine local, national, and international examples, considering how language adapts to different contexts, purposes, and levels of formality. Through extensive reading, students enhance their analytical skills and deepen their understanding of linguistics. They engage with a wide range of texts, including both historical and contemporary sources from diverse contexts and forms, including academic literature and publications. The study of VCE English Language not only expands students' linguistic proficiency but also empowers them to excel in reading, writing, speaking, and listening in English. In summary, the study of VCE English Language equips students with a comprehensive toolkit to explore the intricate workings of language, enabling them to become adept communicators and perceptive contributors to society.

### Learning Focus

In Unit 1, students explore how language is crucial to how people connect with the world, others, and their communities. Students explore language's functions, as well as its intricate system of signs and conventions. The connection between speaking and writing, and how situational and cultural contexts affect language choices, is analysed. Additionally, students investigate children's language acquisition abilities and the stages across various subsystems.

In Unit 2, students are introduced to two linguistic theories: universal grammar and usage-based accounts, which aim to elucidate the process of children acquiring their first language. As children acquire language, their language system gradually evolves in response to others' language usage. Students analyse the similarities and distinctions between first and subsequent language acquisition, including multilingualism. They explore variances in language acquisition among multilingual children and those who acquire additional languages during their upbringing.

### Assessment

- Short Answer Responses
- Expository Essay
- Analytical Commentary Essay
- Semester Examinations

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

No Prerequisites. It is recommended that students have a strong passion for reading and analysing and have achieved good scores in Year 10 English. The study of English is regarded as a priority throughout secondary schooling and is compulsory at every level. Students may continue a Units 3 and 4 sequence in English or Literature. Moving from English or Literature to English Language is not recommended. They may also study more than one English subject if desired if students are able to maintain consistent academic progress in Year 10 and Year 11 (Learning Area Leader/subject teacher consultation may be required).



## English Language Units 3 and 4

### Learning Focus

In Unit 3, students explore how we use English language to communicate in modern Australia. They learn about different types of language, how sentences are structured, and how words are chosen to convey messages in formal and informal setting. Students also examine how language is influenced by communication purposes, situations, and cultures.

In Unit 4, students explore how language shapes and challenges identities. They examine various forms of English spoken in contemporary Australia, influenced by geography, culture, and society. Through analysing texts, students investigate the imposition, negotiation, and communication of different identities.

### Assessment

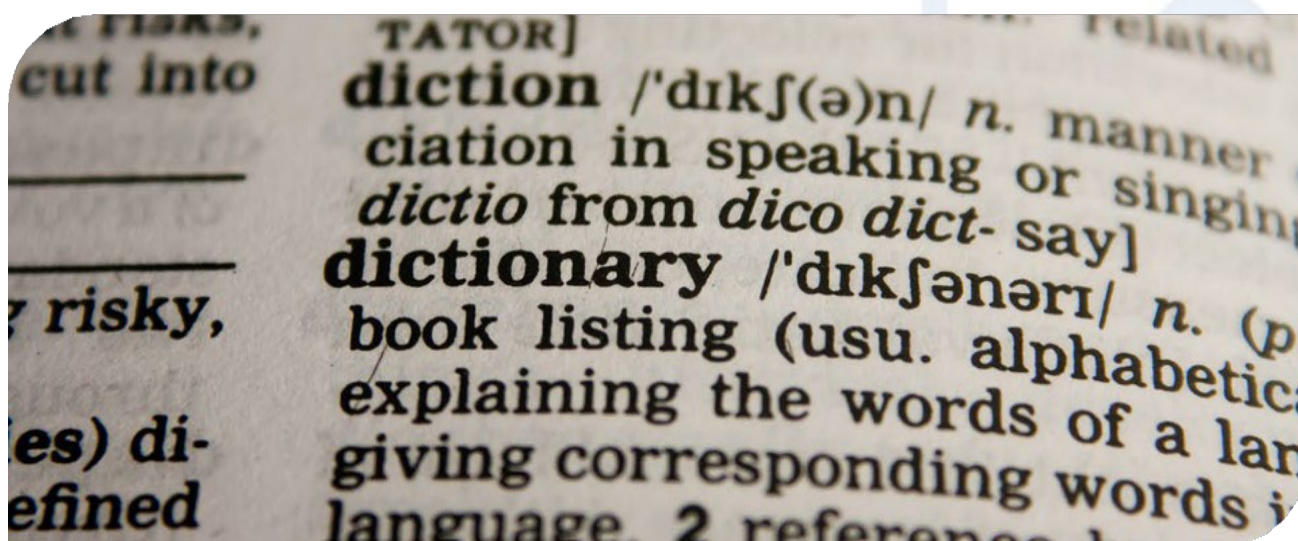
- Short Answer Tests
- Analytical Commentary Essays
- Folio of annotated texts
- Expository Essays

### Contribution to Final Scores

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year Written Examination: 50%

### Future Pathways

Knowledge of how language functions provide a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study of English Language supports language-related fields such as language tutors, psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.



## Literature Units 1 and 2

### Course Overview

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

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

### Learning Focus

Unit 1 initiates with reading practices, where students examine how language, structure, and stylistic choices are employed in diverse literary forms and types of texts. They reflect on how different points of view, experiences, and contexts influence their own and others' interpretations of the text. By closely analysing the literary forms, features, and language, students begin to develop a comprehensive analysis response to a particular text. Students delve into an exploration of literary movements and genres where they explore the shared concerns, ideas, styles, and conventions inherent in distinct types of literature found within literary movements or genres.

In Unit 2, students commence with the exploration of voices of country, where they study the perspectives, knowledge, and voices of Aboriginal and Torres Strait Islander authors and creators. They explore the interconnectedness of place, culture, and identity by examining the experiences, texts, and voices of Aboriginal and Torres Strait Islander peoples, including their connections to country, the impacts of colonisation, ongoing consequences, and topics of reconciliation and reclamation. Students closely analyse how the text relates to its historical, social, and cultural context. They reflect on how a specific period and/or culture is represented within the text.

### Assessment

- Essays (comparative or analytical)
- Close analysis of selected passages
- Creative response to a text(s) studied
- Oral or written reviews
- Multimedia responses.

At least one assessment task in either Unit 1 or 2 will include the language modes of speaking and listening; the presentation mode is a school-based decision.

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

There are no prerequisites for this subject; however, it is recommended that students have a strong passion for reading and analysing literature and have achieved good scores in Year 10 English. The study of subject English is regarded as a priority throughout secondary schooling and is compulsory at every level.

## Literature Units 3 and 4

### Learning Focus

In Unit 3, students begin by exploring adaptations and transformations. They focus on how the form of a text contributes to its meaning and 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. Students move on to developing an interpretation by examining literary perspectives. They develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

In Unit 4, students are creative with texts. They focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge to construct their own creative transformations of texts. They develop an understanding of language, voice, form and structure. Students attend closely to textual details to examine the ways specific passages contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text.

### Assessment

- Written interpretations of a text, supported by close textual analysis, using key passages.
- Analysis of how textual form influences meaning.
- Interpretation of text views and values within historical, social and cultural contexts.
- Written responses to texts.
- Close analysis of key passages from the original texts, which include reflections on connections between the creative response and the original text.

### Contribution to Final Scores

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year Written Examination: 50%

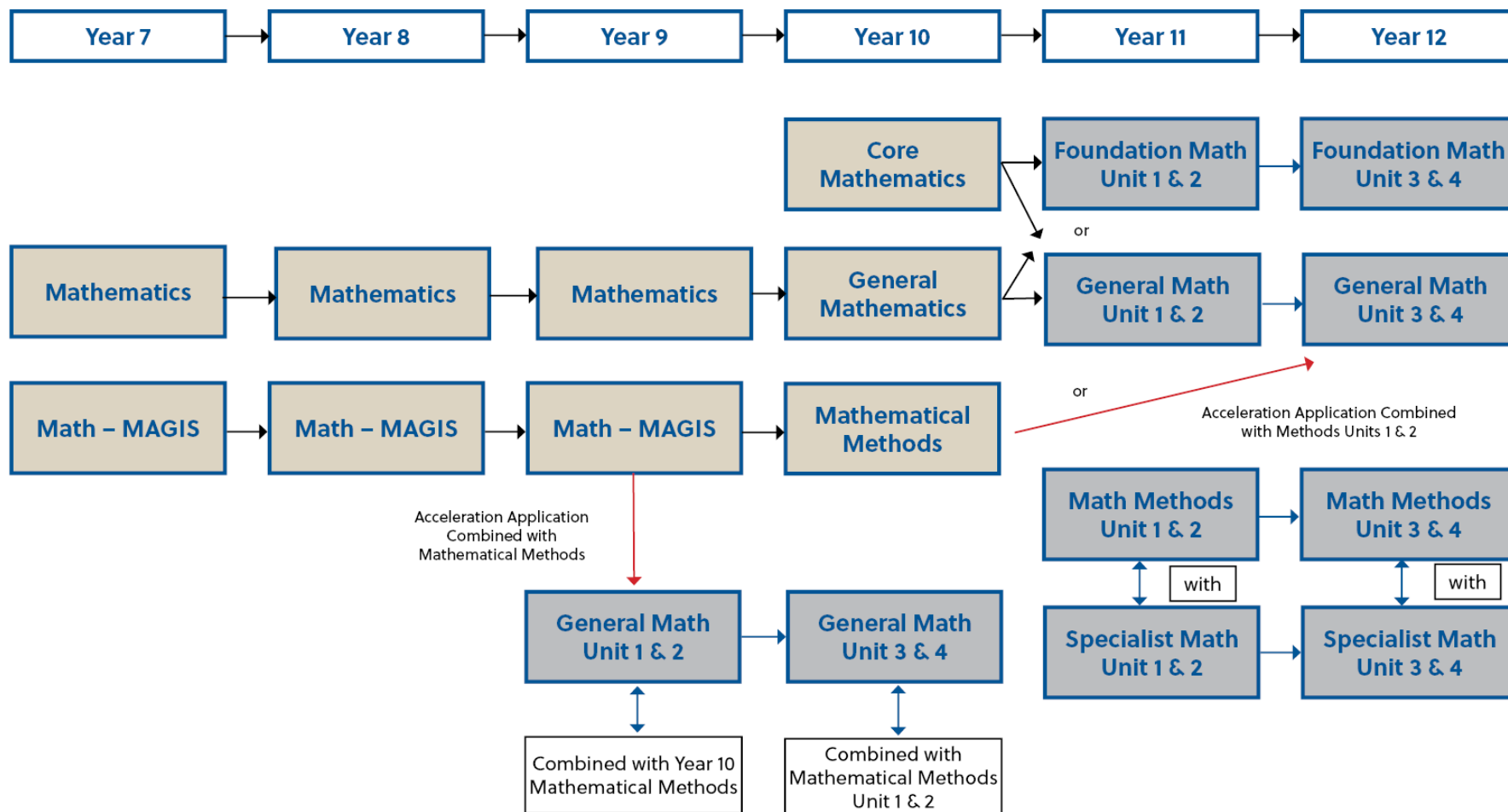
### Future Pathways

Students can complete Literature studies at university. As active, critically aware citizens, students can make use of the specialist language skills in academic disciplines such as Law, Drama and Theatre Studies. They can also apply these skills to all further studies and workplace situations.



# MATHEMATICS

## Mathematics Pathways





## Foundation Mathematics Units 1 and 2

### Course Overview

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In Unit 1 and 2 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

### Learning Focus

The areas of study for Foundation Mathematics Unit 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content uses contexts present in students' other studies, work and personal or other familiar situations.

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

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.

### Assessment

For this unit students are required to demonstrate the achievement of three outcomes.

- Portfolio
- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes.
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations.

Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

The minimum recommended prior learning is Year 10 General Mathematics. Foundation Mathematics Units 1 and 2 are designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.



## Foundation Mathematics Units 3 and 4

### Course Overview

Foundation Mathematics Units 3 and 4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

### Learning Focus

The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability, and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit uses contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events, and developments.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.

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.

### Assessment

Students will be able to:

- Define and explain key concepts and apply a range of related mathematical routines and procedures.
- Apply mathematical processes to non-routine contexts.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results, and carry out analysis.

Students will complete a range of Mathematical Investigation Tasks that cover all Area of Studies. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examination: 40%

### Future Pathways

The minimum recommended prior learning is Year 10 General Mathematics. Foundation Mathematics Units 1 and 2 are designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

## General Mathematics Units 1 and 2

### Course Overview

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

### Learning Focus

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, 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.

### Assessment

Students will complete:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes.
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations.

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

The minimum recommended prior learning is Year 10 Mathematics. On successful completion of General Mathematics Units 1 and 2, students can choose to study General Mathematics Units 3 and 4.

## General Mathematics Units 3 and 4

### Course Overview

Foundation Mathematics Units 3 and 4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

### Learning Focus

The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit uses contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.

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.

### Assessment

Students will be able to:

- Define and explain key concepts and apply a range of related mathematical routines and procedures.
- Apply mathematical processes to non-routine contexts.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results, and carry out analysis.

Students will complete:

- A range of Mathematical Investigation Tasks

### Contribution to Study Score

- Unit 3 Coursework: 40%
- Unit 4 Coursework: 20%
- End of year 2 hour Written Examination: 40%

### Future Pathways

Foundation Mathematics has practical real-life application which is applicable to many career pathways, vocational pathways and trades and clerical work.

## Mathematical Methods Units 1 and 2

### Course Overview

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

### Learning Focus

The focus of Unit 1 and 2 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, except for 'Algebra, number and structure' which extends across Units 1 and 2. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

### Assessment

Achievement of Learning Outcomes is based on a selection of the following:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Mathematical investigations
- Modelling or problem-solving tasks
- Computational thinking
- Effective and appropriate use of technology

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

The required prior learning is Year 10 Pre-Methods Mathematics.

On successful completion of Mathematical Methods Units 1 and 2, students can choose General Mathematics Units 3 and 4, Mathematical Methods (CAS) Units 3 and 4 and Specialist Mathematics Units 3 and 4.

## Mathematical Methods Units 3 and 4

### Course Overview

The study of Mathematical Methods (CAS) Units 3 and 4, can be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or General Mathematics Units 3 and 4. Mathematical Methods (CAS) Units 3 and 4 provides for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

### Learning Focus

In Units 3 and 4 there is a clear progression of skills and knowledge in each area of study. 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, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference across a range of different functions, with and without the use of technology.

#### Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

### Assessment

Students define and explain key concepts and apply a range of related mathematical routines and procedures. They apply mathematical processes to non-routine contexts, and they are able to use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results, and carry out analysis.

Students complete:

- Application Tasks (Functions and graphs, Algebra)
- Modelling and Problem-Solving Tasks (Calculus, Probability and Statistics)

### Contribution to Study Score

- Unit 3 Coursework: 20%
- Unit 4 Coursework: 20%
- End of year Examination 1: 20%
- End of Year Examination 2: 40%

### Future Pathways

The prior learning required for this subject is Mathematical Methods Units 1 and 2. On successful completion, students can undertake further study in, for example, Science, Technology, Engineering and Mathematics (STEM), Humanities, Economics and Medicine.



## Specialist Mathematics Units 1 and 2

### *Course Overview*

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

### *Learning Focus*

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Concepts from these areas of study will be further developed and used in Unit 2 and in Units 3 and 4.

### *ASSESSMENT*

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Mathematical investigations
- Modelling or problem-solving tasks
- Computational thinking
- Effective and appropriate use of technology.

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

The recommended prior learning is the Pre-Methods Mathematics subject at Year 10. Specialist Mathematics Units 1 and 2 can only be studied in conjunction with Mathematical Methods Units 1 and 2.

On successful completion of Specialist Mathematics Units 1 and 2, students can choose Specialist Mathematics Units 3 and 4.

## Specialist Mathematics Units 3 and 4

### *Course Overview*

The study of Specialist Mathematics Units 3 and 4 is intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related disciplines.

Specialist Mathematics Units 3 and 4 are normally taken in conjunction with Mathematical Methods and is intended to extend and further develop concepts from Mathematical Methods.

### *Learning Focus*

Units 3 and 4 are designed to be taken as a sequence. There is a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study. 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, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference across a range of different functions, with and without the use of technology.

#### Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

#### Students:

- Define and explain key concepts and apply a range of related mathematical routines and procedures.
- Apply mathematical processes to non-routine contexts.
- Use numerical, graphical, symbolic, and statistical functionalities of technology to develop mathematical ideas, produce results, and carry out analysis.

### *Assessment*

- Application Tasks
- Modelling Tasks
- Problem Solving Tasks

### *Contribution to Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

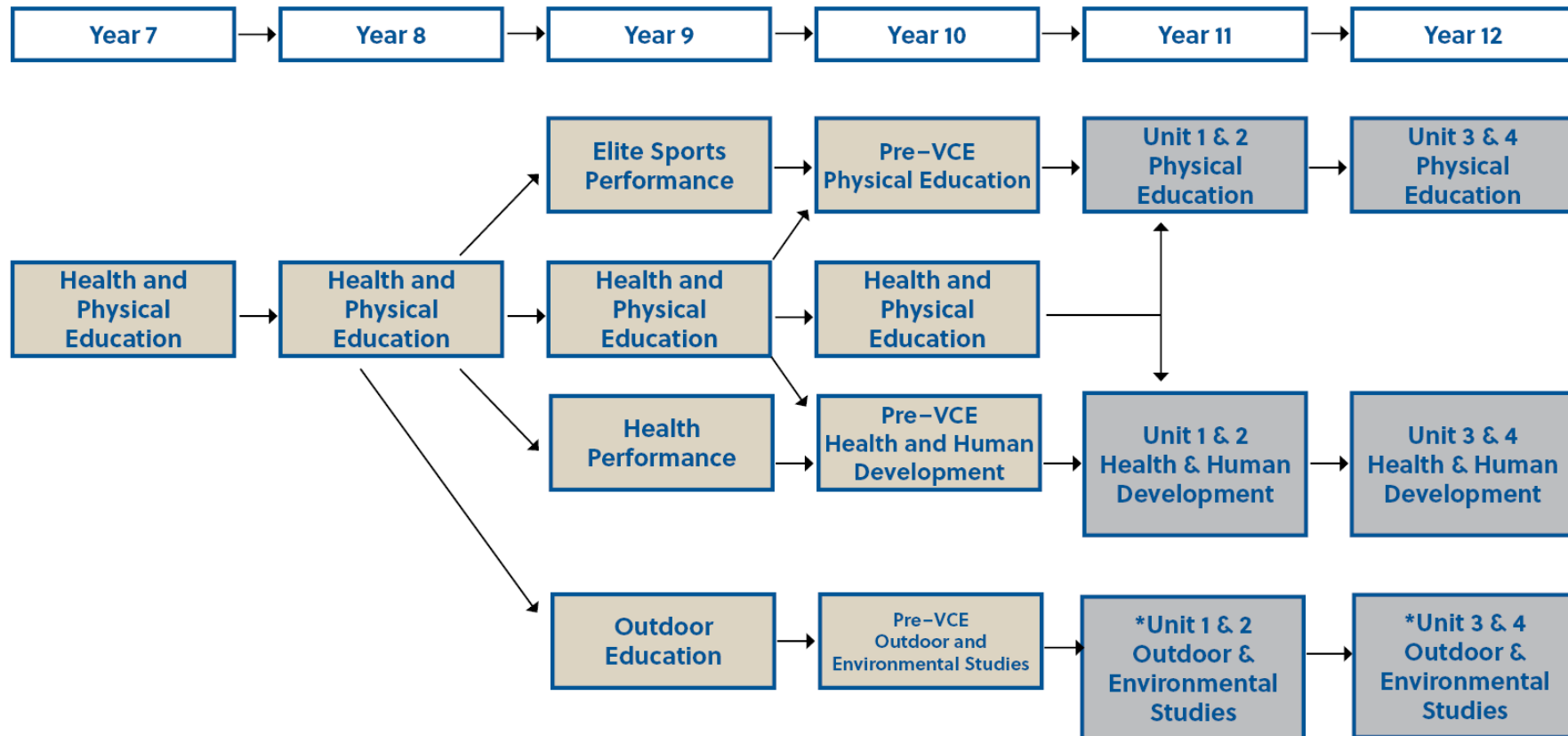
### *Future Pathways*

The prior learning required for this subject is Specialist Mathematics Units 1 & 2.

On successful completion, students can continue to study Mathematics and related disciplines at university level.

# HEATH AND PHYSICAL EDUCATION

## Health and Physical Education Pathways



### KEY

\*Not running in 2026

## Health and Human Development Units 1 and 2

### *Course Overview*

In Unit 1 Health and Human Development, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions with different meanings for different people. Students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices. Students look at multiple dimensions of health and wellbeing, and the indicators used to measure and evaluate health status. Students consider their own health as individuals and as a cohort and 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.

Unit 2 Health and Human Development explores the changes and expectations in health 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, 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. 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.

### *Learning Focus*

#### *Unit 1: Movement skills and energy for physical activity*

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

#### *Unit 2: Managing health and development*

- Developmental transitions
- Youth health literacy

### *Assessment*

The student's performance on each outcome is assessed using the following:

- a written report or a case study analysis
- structured questions, including data analysis.

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

Students may continue to study Health and Human Development Units 3 and 4.

VCE Health and Human Development offers students a range of pathways including further study in areas such as health promotion, community health research and policy development, humanitarian aid, allied health, education, and the health profession.

## Health and Human Development Units 3 and 4

### Course Overview

In Unit 3 Health and Human Development, students look at health and wellbeing, disease and illness. They explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing. They extend this to 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.

In Unit 4 Health and Human Development, 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. 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. Students consider global action to improve health and human development, focusing on the United Nations' SDGs and the priorities of the World Health Organization. They also investigate the role of non-government organisations and Australia's overseas aid program.

### Learning Focus

#### Unit 3: Australia's health in a globalised world

- Understanding health and wellbeing
- Promoting health in Australia

#### Unit 4: Health and human development in a global context

- Global health and human development
- Health and the sustainable development goals

### Assessment

The student's performance on each outcome is assessed using the following:

- a written report
- structured questions, including data analysis or case study analysis
- an extended response question

### Contribution to Overall Semester Score

- School-assessed coursework for Unit 3 will contribute 25% to the study score.
- School-assessed coursework for Unit 4 will contribute 25% to the study score.
- The end-of-year examination will contribute to 50% to the study score.

### Future Pathways

VCE Health and Human Development offers students a range of pathways including further study in areas such as health promotion, community health research and policy development, humanitarian aid, allied health, education, and the health profession.



## Physical Education Units 1 and 2

### Course Overview

In Unit 1 Physical Education, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems.

Unit 2 Physical Education develops students' understanding of physical activity, sport and exercise. Students are introduced to the role that physical activity participation and sedentary behaviour plays. Students explore and apply the social-ecological model to critique a range of strategies that are effective in promoting participation in regular physical activity. By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance.

### Learning Focus

#### Unit 1: The human body in motion

- How the musculoskeletal system works to produce movement
- The role the cardiorespiratory system plays in movement

#### Unit 2: Physical activity, sport and society

- How physical activity, sport and exercise contribute to healthy lifestyles
- The contemporary issues associated with physical activity and sport

### Assessment

The student's performance on each outcome is assessed using the following:

- a written report and/or plan
- a practical laboratory report
- a case study analysis
- a data analysis
- an extended response question

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%.

### Future Pathways

Students may continue to study Physical Education Units 3 and 4.

VCE Physical Education prepares students for employment and/or further study in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

## Physical Education Units 3 and 4

### Course Overview

Unit 3 Physical Education introduces students to tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4 Physical Education, students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance. Students assess fitness and use collected data to justify the selection of fitness tests based on the requirements of an activity and methods to design a training program. The effectiveness is evaluated according to the needs of the individual and chronic adaptations to training.

### Learning Focus

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

- How movement skills are improved
- How the body produces energy

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

- The foundations of an effective training program
- How training is implemented effectively to improve fitness
- Integrated movement experiences

### Assessment

- structured questions
- a laboratory report
- a written report
- a case study analysis
- a data analysis
- an extended response question

### Contribution to Overall Score

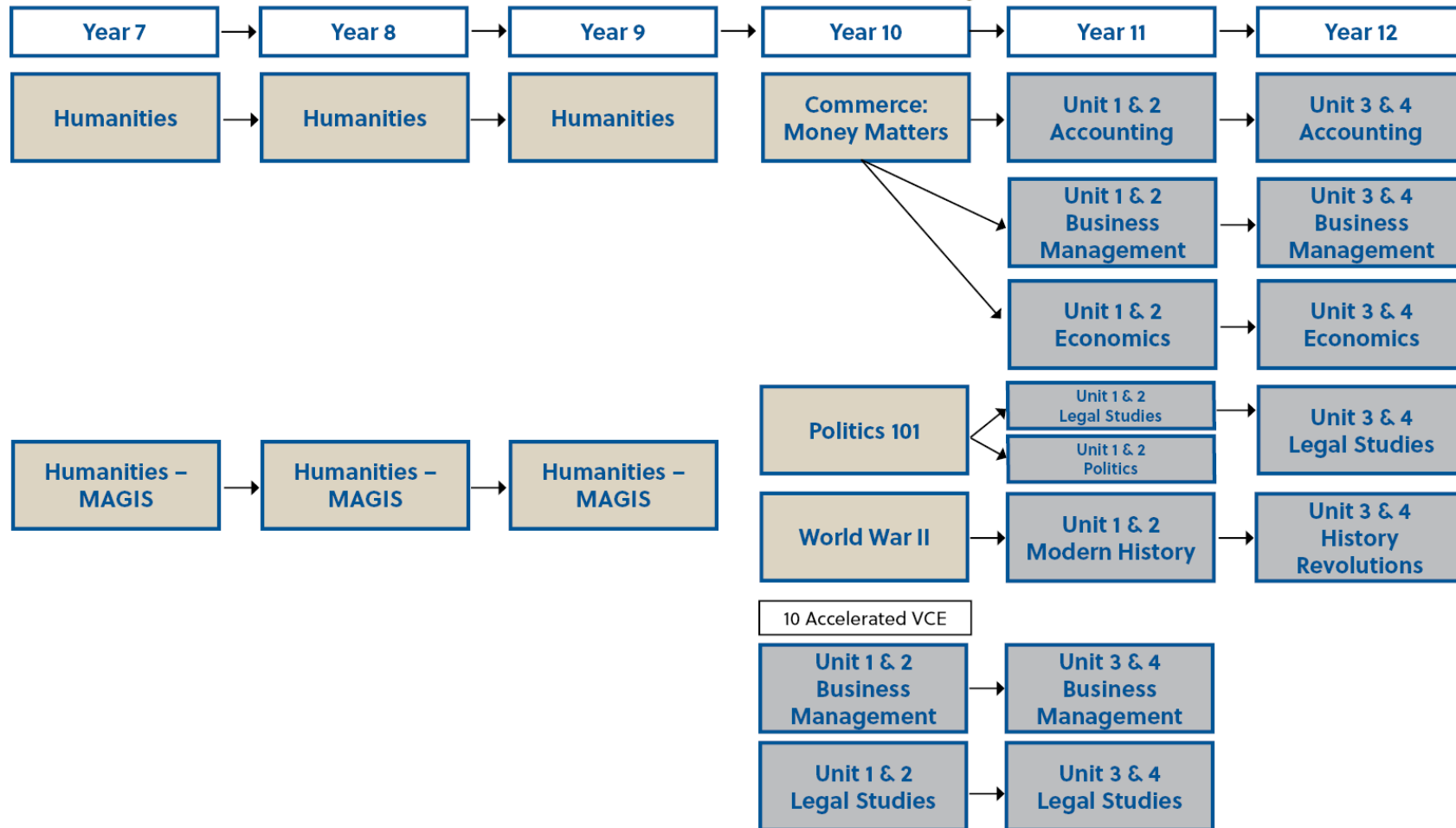
- School-assessed coursework for Unit 3 will contribute 25% to the study score.
- School-assessed coursework for Unit 4 will contribute 25% to the study score.
- The end-of-year examination will contribute to 50% to the study score.

### Future Pathways

VCE Physical Education prepares students for employment and/or further study in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

# HUMANITIES

## Humanities Pathways



## Accounting Units 1 and 2

### *Course Overview*

In Accounting, students focus on the financial recording, reporting and decision-making processes of a sole proprietor trading business. Students study both theoretical, practical and ethical aspects of accounting. Financial data will be collected, recorded and analysed. Students interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business using both manual and technological methods.

### *Learning Focus*

#### *Unit 1: Role of accounting in business*

In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of this information by internal and external stakeholders. Students investigate the reasons for establishing a small business and the factors that may lead to failure.

Key topics include:

- The role of accounting
- Recording financial data and reporting accounting information for a service business

#### *Unit 2: Accounting and decision-making for a trade business*

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trade business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students learn how to interpret financial information and suggest strategies to improve business performance.

Key topics include:

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

### *Assessment*

Students will complete:

- Balance Sheets
- Spread Sheets
- Income and Cash Flow Statements

### *Contribution To Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

## Accounting Units 3 and 4

### Course Overview

In Unit 3 and 4 Accounting, students study the accounting concepts and practices used by businesses to measure and report financial performance. This course covers a range of topics, including accounting for partnerships, companies and non-profit organisations, as well as the preparation of financial statements and the analysis of financial performance. Students will learn how to apply accounting principles to real-world scenarios, develop their analytical and problem-solving skills, and gain a deep understanding of the role of accounting in business decision-making.

### Learning Focus

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

This unit focuses on financial accounting for a trading business as operated by a sole trader and emphasises 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. The perpetual method of stock recording with the First In, First Out (FIFO) and Identified Cost (ICM) methods are used.

Key topics include:

- Recording and analysing financial data
- Preparing and interpreting accounting reports

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

In this unit, students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and from graphical representations. They analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Key topics include:

- Extension of recording and reporting
- Budgeting and decision-making

### Assessment

- Balance Sheets
- Spread Sheets
- Income and Cash Flow Statements

### Contribution to Study Score

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- Written Examination: 50%

### Future Pathways

Finance; Accounting; Business Studies; Banking; Taxation management; Small Business



## Business Management Units 1 and 2

### *Course Overview*

In Business Management students explore factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect these have on business planning. Students consider the importance of the business sector to the national economy and on social wellbeing.

Students also explore the establishment phase of the business and the legal requirements involved in doing so. Students 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.

### *Learning Focus*

#### *Unit 1: Planning a business*

Students will investigate the concept of entrepreneurship and how businesses create ideas and foster ideas to emerge. Students consider the decisions that need to be made before a business is established by exploring factors in the internal and external environments.

Key topics include:

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

#### *Unit 2: Establishing a business*

Students explore different business models, legal structures and requirements, and staffing issues to consider how planning decisions impact the success of a business. Students analyse management practices and apply these to contemporary case studies. Students also explore the relationship between marketing, a customer base and the achievement of business objectives.

Key topics include:

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

### *Assessment*

Students will complete:

- Case studies and structured questions

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Units 3 and 4 Business Management

## Business Management Units 3 and 4

### Course Overview

In Business Management students examine the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. This includes the management of people and the operations system.

Students develop an understanding of the complexity, challenges and rewards that come from business change and how a business can best prepare themselves for the implementation and sustainability of the change.

### Learning Focus

#### Unit 3: Managing a Business

Students identify the important roles managers play in planning, organising, leading and controlling the various areas of the business, and in the operations function. Various management theories are considered, and these are applied to real life business case studies. Students investigate how organisations are structured, the development of positive corporate culture, the application of management styles to various contexts, and skills necessary to be an effective manager in the 21st century.

Key topics include:

- Business Foundations
- Human Resource Management
- Operations Management

#### Unit 4: Transforming a Business

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. They study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management.

Key topics include:

- Reviewing performance – the need for change
- Implementing change

### Assessment

Students will complete Case Studies and Structured Questions on:

- Operational Management,
- Human Resource Management and
- Business Foundations.

#### Contribution to Study Score

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

#### Future Pathways

Marketing and Public Relations; Human Resource Management; Accounting; Business Administration; Small Business Ownership; Teaching

## Economics Units 1 and 2

### *Course Overview*

In Economics students explore their role in the economy, how they interact with businesses, and the role of the government in the Australian economy. Students examine economic models where consumers and businesses engage and investigate contemporary examples and case studies to enhance their understanding of economic concepts.

Students consider the link between economic activity and economic growth and investigate how these factors raise living standards. Students analyse issues from local, national and international perspectives to explore a range of economic issues.

### *Learning Focus*

#### *Unit 1: Economic decision-making*

In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour.

Key topics include:

- Thinking like an economist
- Decision-making in markets
- Behavioural economics

#### *Unit 2: Economic issues and living standards*

In this unit students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens.

Key topics include:

- Economic activity
- Applied economic analysis of local, national and international economic issues

### *Assessment*

Students will complete:

- Case Studies and Structured Questions

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Units 3 and 4 Economics

## Economics Units 3 and 4

### *Course Overview*

In Economics, students investigate the role of the market in addressing the key economic questions of what and how much to produce, how to produce and for whom. Students consider the effects of decisions made by consumers and businesses on what, how and why goods and services are produced. Students investigate the key factors that affect the level of demand and supply in markets and how these might lead to changing prices. Students also look at the role of policymakers including the Australian Government and the Reserve Bank and how they influence living standards. Students also consider how the Australian Government utilises supply policies in the achievement of the domestic macroeconomic goals and living standards.

### *Learning Focus*

#### *Unit 3: Australia's living standards*

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

Key topics include:

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the international economy

#### *Unit 4: Managing the Economy*

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards directly and indirectly. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy.

Key topics include:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

### *Assessment*

- Case Study and Structured Questions

### *Contribution to Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### *Future Pathways*

Finance; Data analysis; Government work; Insurance and Banking; Commerce

## History: Modern History Units 1 and 2

### *Course Overview*

In Modern History, students investigate the nature of social, political, economic, and cultural change in the later part of the 19<sup>th</sup> Century and the first half of the 20<sup>th</sup> Century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals, and movements that shaped the conditions of the modern world. Students investigate the nature and impact of the Cold War and challenges and changes to social, political, and economic structure in the second half of the 20<sup>th</sup> Century. Students learn about the establishment of the United Nations in 1945 and its intentions to address future world conflict.

### *Learning Focus*

#### *Unit 1: Change and Conflict*

In this unit students investigate the nature of social, political, economic and cultural change in the 20<sup>th</sup> century. Students explore significant events leading up to and including WW1, and WW2. Students focus on ideologies and conflict and how these ideologies contribute to changes in society and culture.

Key topics include:

- Ideology and conflict
- Social and cultural change

#### *Unit 2: The changing world order*

In Unit 2, students look at the establishment of the United Nations in 1945 as a response to the world and their approach to avoiding warfare, resolving political tensions and addressing the right of human life and safety. Students will explore the causes of the Cold War and the social, political and economic influences on the world.

Key topics include:

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

### *Assessment*

- Evaluation of Historical Sources
- Historical Inquiry

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *FUTURE Pathways*

Unit 3 and 4 History: Revolutions



## History Revolutions: Units 3 and 4

### *Course Overview*

In Revolutions, students investigate the significant historical causes and consequences of political revolution. Students study the events, people, movements and ideas that drive political, economic and social change in our modern world, within the context of the French and Russian Revolutions. Students explore the events and factors that sparked these revolutions and analyse the way regimes and societies were eliminated and changed.

### *Learning Focus*

Students investigate the causes of the French and Russian Revolutions, with a focus on the revolutionary ideas, leaders, movements and events that occurred. Students investigate the weakness in the existing regimes and the extent to which these regimes were unable to respond to the changing political, economic and/or social scene.

Students examine the development of the new political order and the emerging society, and the challenges faced by the revolutionary governments, for example: political dissent, civil war, economic breakdown, wars of foreign intervention and resistance to revolutionary forces. Students delve into the debates that exist between historians, analysing historical commentaries, evaluating differing viewpoints and establishing through critical analysis, judgements regarding how successful revolutions and revolutionaries have been in bringing about change.

Key topics include:

- The French Revolution (1774- 4 August 1789)
- The Russian Revolution (1896 – 26 October 1917)

### *Assessment*

- Evaluation of Historical Sources
- Historical Inquiries

### *Contribution to Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### *Future Pathways*

Historical Studies, Archaeology, Art historian, Museum curator, Research Officer, Teacher, Cultural Heritage Officer, Anthropology.

## Legal Studies Units 1 and 2

### *Course Overview*

In Legal Studies students examine the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

### *LEARNING FOCUS*

#### *Unit 1: The Presumption of Innocence*

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Key topics include:

- Legal Foundations
- Proving Guilt
- Sanctions

#### *Unit 2: Wrongs and Rights*

In this unit students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students investigate criminal and civil cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

Key topics include:

- Civil Liability
- Remedies
- Rights

### *Assessment*

Students will complete:

- Case Study and Structured Questions

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

Unit 3 and 4 Legal Studies

## Legal Studies Units 3 and 4

### *Course Overview*

In Legal Studies, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system. Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

### *Learning Focus*

#### *Unit 3: Rights and justice*

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

Key topics include:

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

#### *Unit 4: The people, The Law and Reform*

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Key topics include:

- The People and the Lawmakers
- The People and Reform

### *Assessment*

- Case Study and Structured Questions

### *Contribution To Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### *FUTURE PATHWAYS*

Lawyer, Solicitor, Commerce, Paralegal, Administration Work, Clerk of Courts, Police Officer, Judges' Associate, Politics.

## Politics Unit 1 and 2

### Course Overview

VCE politics concerns the study of contemporary power, conflict and cooperation in a world that is characterized by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interest and the political significance of their actions in responding to national global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

### Learning Focus

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

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Key topics include:

- Issues of sovereignty
- Key political actors in Australia
- Political stability and issues of conflict

#### Unit 2: Democracy: Stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice.

Key topics include:

- Civil Liability
- Remedies
- Rights

### Assessment

- Case Study and Structured Questions

### Contribution To Study Score

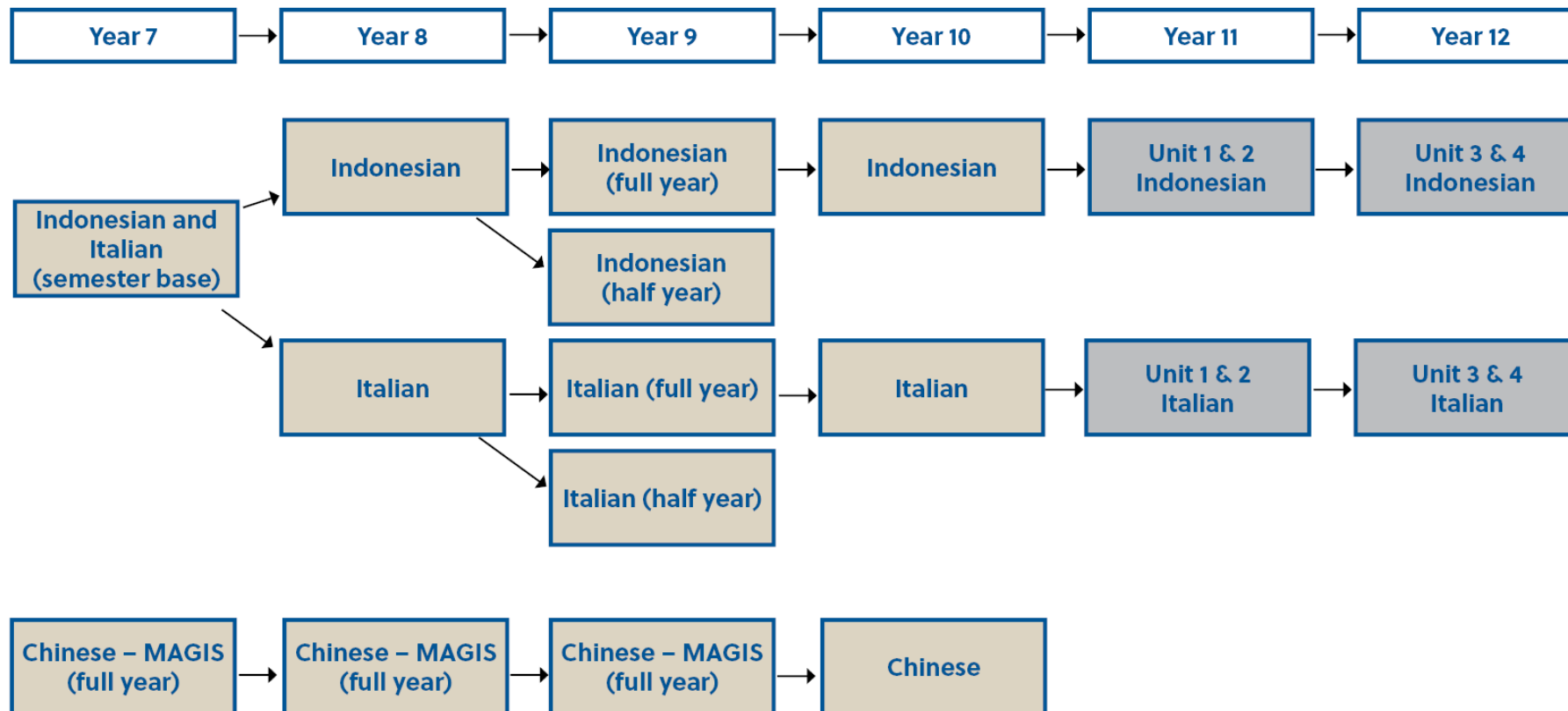
- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### FUTURE PATHWAYS

Unit 3 and 4 Politics (Offered in 2027)

# LANGUAGES

## Languages Pathways





## Indonesian Units 1 and 2

### *Course Overview*

The study of Languages contributes to the overall education of students, most particularly in communication skills, intercultural understanding, cognitive development, literacy, and general knowledge. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning languages promotes analytical and reflective capabilities.

Students study the culture of Indonesian communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. A broad range of social, economic, and vocational opportunities result from studying in a second language. Students are able to engage with Indonesian-speaking communities in Australia and internationally in a variety of endeavours including business, tourism and education. Additionally, the study of a language in VCE greatly contributes to one's ATAR score, with the Victorian government rewarding students with additional marks as an incentive.

The study of Indonesian is based on the three prescribed themes: The Individual, The Indonesian-speaking communities and The World Around Us.

### *Learning Focus*

Unit 1 will focus on developing skills and knowledge to maintain informal, personal, and spoken interaction in Indonesian, students will also develop skills to locate and use information from two texts in Indonesian. Unit 2 will focus on students participating in a written exchange in Indonesian. They develop skills and knowledge that enable them to read, listen and view texts and to develop a suitable response in Indonesian.

Topics studied during Indonesian Units 1 & 2 include:

- Leisure activities
- Adolescents
- Religious practices
- Folklore
- Social Media
- Historical figures

### *Assessment*

- Exchanging Spoken Interaction to present and/or presenting information
- Extracting information from texts
- Presenting information, concepts and ideas in writing
- Oral Examination
- Written Examination

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

Students may apply to complete Units 1 and 2 Indonesian without having completed Year 10 Indonesian if they have acquired the language outside of school. Students who take Units 1 and 2 Indonesian Second Language have the option to progress to Units 3 and 4 in Year 12.

## Indonesian Units 3 and 4

### *Learning Focus*

Unit 3, students will focus on negotiating an agreeable outcome to resolve a personal issue, expressing their ideas, thoughts, and responses in text styles such as personal, informative or imaginative writing. Students analyse and reflect on a selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content. Students need to extract information from three or more texts to identify and interpret key ideas and detail on the selected subtopic.

Unit 4, students will investigate and reflect on aspects of culture and build their knowledge on a product or practice of Indonesian-speaking communities and relate how it can influence ways of individuals and communities interact. They will also persuade a point of view and evaluating ideas and opinions.

Topics studied for Unit 3 and 4 are:

- Future aspirations
- Neighbourhood and community
- The role of Women
- Environmental issues
- The relationship between Indonesia and Australia

### *Assessment*

- Participate in a spoken exchange in Indonesian to resolve a personal issue.
- Interpret information from texts and write responses in Indonesian
- Express ideas in a personal, informative or imaginative piece of writing in Indonesian.
- Share information, ideas and opinions in a spoken exchange in Indonesian.
- Analyse information from written, spoken and viewed texts for use in a written response in Indonesian.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian.
- Oral Examination
- Written Examination

### *Contribution to Study Score*

- School-assessed coursework for Unit 3 will contribute 25% to the study score.
- School-assessed coursework for Unit 4 will contribute 25% to the study score.
- The end-of-year examinations (oral and written) will contribute 50% to the study score.

### *Future Pathways*

Students who complete Units 3 and 4 Indonesian Second Language may choose to further their language studies at university or may wish to travel abroad to Indonesia for either work, travel, or study.

Career options: Defence Intelligence Analyst; Foreign Policy Officer; Interpreter and Translator; Police Officer; Immigration Officer; Linguist; Flight Attendant; Teacher, Tour Guide; Nursing, International Trade, Logistics.

## Italian Units 1 and 2

### *Course Overview*

The study of Languages contributes to the overall education of students, most particularly in communication skills, intercultural understanding, cognitive development, literacy, and general knowledge. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning languages promotes analytical and reflective capabilities. Student study the culture of Italian speaking communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. A broad range of social, economic, and vocational opportunities result from studying a second language. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours including business, tourism and education. Additionally, the study of a language in VCE greatly contributes to one's ATAR score, with the Victorian government rewarding students with additional marks as an incentive. The prescribed themes are: The Individual, The Italian-speaking communities, The world around us.

### *Learning Focus*

Unit 1 will focus on developing skills and knowledge to maintain informal, personal, and spoken interaction in Italian, students will also develop skills to locate and use information from two texts in Italian. Unit 2 will focus on students participating in a written exchange in Italian. They develop skills and knowledge that enable them to read, listen and view texts and to develop a suitable response in Italian.

Topics studied in Italian Units 1 and 2 include:

- Family
- Hobbies
- Film
- Historical figures
- Technology
- Identity

### *Assessment*

- Exchanging Spoken Interaction to present and/or presenting information
- Extracting information from texts
- Presenting information, concepts and ideas in writing
- Key Learning Tasks
- Oral Examination
- Written Examination

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%



## Italian Units 3 and 4

### *Learning Focus*

Topics studied for Units 3 and 4 include:

- Immigration after World War II,
- The Environment and Sustainability,
- Adolescents in Italy and Australia
- Italian tourism
- The Education System in Italy and Australia
- General conversation Topics

### *Assessment*

- Participate in a spoken exchange in Italian to resolve a personal issue.
- Interpret information from texts and write responses in Italian.
- Express ideas in a personal, informative, or imaginative piece of writing in Italian.
- Share information, ideas, and opinions in a spoken exchange in Italian.
- Analyse information from written, spoken and viewed texts for use in a written response in Italian.
- Present information, concepts, and ideas in evaluative or persuasive writing on an issue in Italian.
- Key Learning Tasks
- Oral Examination and Written Examination

### *Contribution To Study Score*

- School-assessed coursework for Unit 3 will contribute 25% to the study score.
- School-assessed coursework for Unit 4 will contribute 25% to the study score.
- The end-of-year examinations (oral and written) will contribute 50% to the study score.

### *Future Pathways*

Students must undertake Unit 3 prior to undertaking Unit 4. Italian is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1.

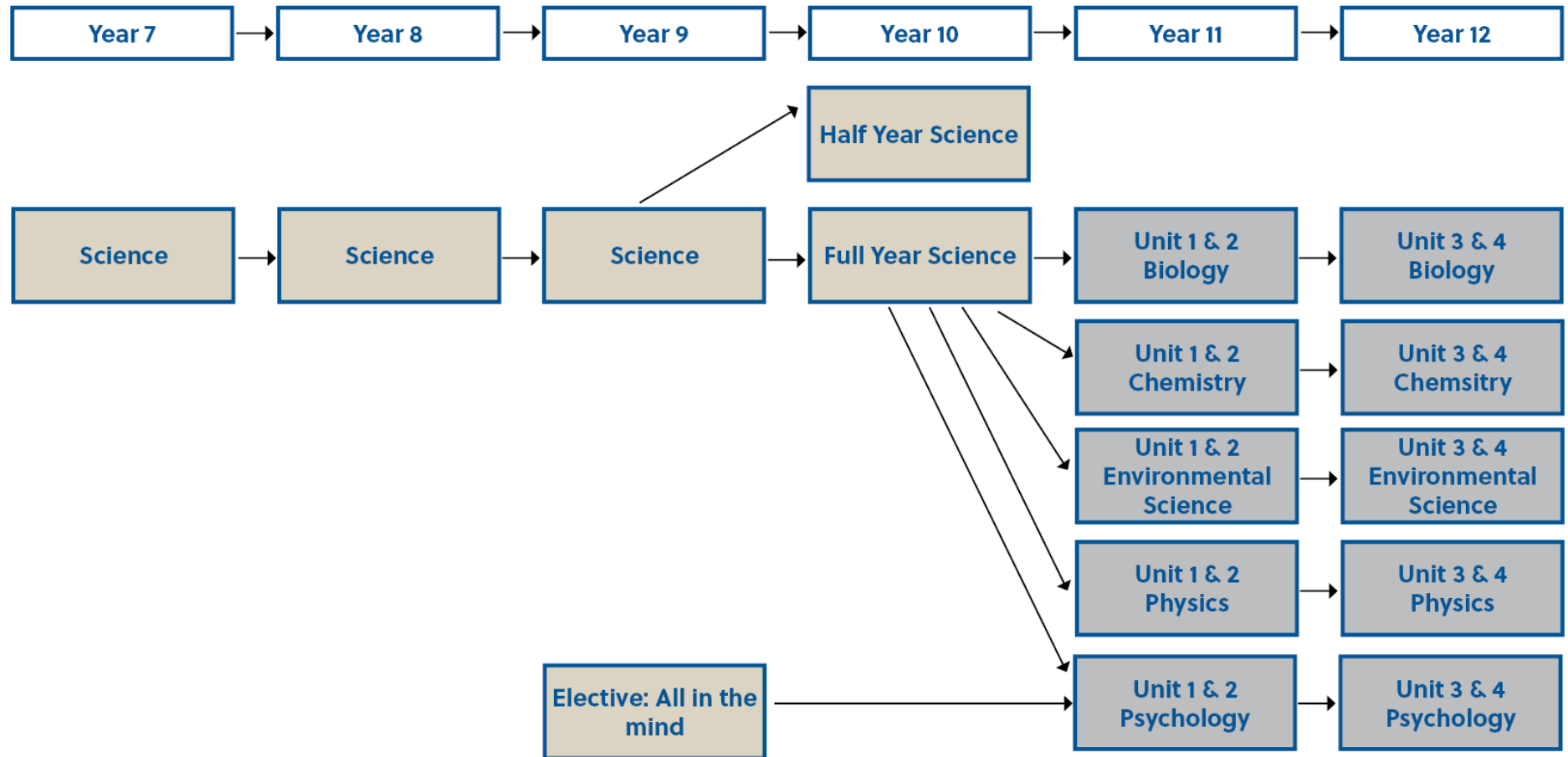
A broad range of social, economic, and vocational opportunities result from studying in a second language. Students can engage with Italian-speaking communities in Australia and internationally in a variety of endeavours including business, tourism, and education.

The study of Italian Second Language can lead to further language studies at university or may wish to travel abroad to Italy for either work, travel, or study.

Career options: Media, Health and Nursing, Journalism, Teaching, Childcare, Geriatrics, Nursing, Social Work, Embassy Work, International Trade, Media, Hospitality, Tourism, Tour Guide, Banking, Foreign Policy, Interpreter and Translator, Police Officer, Immigration Officer, Linguist, Flight attendant, Journalist.

# SCIENCE

## Science Pathways





## Biology Units 1 and 2

### Course Overview

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

### Learning Focus

In Unit 1 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.

In Unit 2 students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

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

### Assessment

Students will be assessed against each Outcome using one type of assessment from the list below. For each outcome, at least one task selected from:

- Analysis and evaluation of a selected biological case study.
- Analysis and evaluation of generated primary and/or collated secondary data.
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practices.
- Analysis and evaluation of a contemporary bioethical issue.
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation.

### Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

### Future Pathways

The completion of this subject will lead to tertiary studies in various Science and Medical degrees as well as Animal/Zoology certificates and qualifications.

## Biology Units 3 and 4

### *Course Overview*

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

### *Learning Focus*

#### *Unit 3: What is the role of nucleic acids and proteins in maintaining life?*

Student will analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA. They will also analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

#### *Unit 4: How does life change and response to challenges?*

Student will study the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease. They will analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time. Students will design and conduct a scientific investigation related to cellular processes and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

### *Assessment*

Each outcome consists of one of the following tasks:

- Analysis and evaluation of a selected biological case study.
- Analysis and evaluation of generated primary and/or collated secondary data.
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practices.
- Analysis and evaluation of a contemporary bioethical issue.
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation.

### *Contribution to Study Score*

- Unit 3 Coursework: 20%
- Unit 4 Coursework: 30%
- End of year 2 hour Written Examination: 50%

### *Future Pathways*

VCE Biology provides for continuing study pathways within the discipline and a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology.

Biology is also applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

## Chemistry Units 1 and 2

### *Course Overview*

VCE Chemistry Units 1 and 2 focus on the diversity of materials from the atomic to the molecular level and the uniqueness of water. This course provides the opportunity for independent and collaborative work through experimentation, literature reviews and through hands on approach and simulation.

### *Learning Focus*

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

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

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

### *Assessment*

Individual school decision on levels of achievement based on a combination of practical reports, topic tests, field reports, assignments, multimedia or web page presentations, responses to media articles, oral presentation and examination.

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

There are no prerequisites for the study of this subject (full year Science at Year 10 is recommended). Students who successfully complete Units 1 and 2 Chemistry may continue to study Units 3 and 4 Chemistry.

## Chemistry Units 3 and 4

### Course Overview

In Units 3 and 4 students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process. They look at energy options and their resources, and the minimisation of their impact upon the environment. Students develop their use of the language and conventions of chemistry related to reactions and laws. They also look at how the carbon atom has unique characteristics that explain the diversity and number of organic compounds. Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

### Learning Focus

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

Students will study the method of obtaining energy from fuels, fuel choices, galvanic cells as a source of energy, and fuel cells as a source of energy. Through this they then investigate the rate and extent of chemical reactions, the production of chemicals by electrolysis, and rechargeable batteries.

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

Students will study the structure and nomenclature of organic compounds, their categories, properties and reactions, and conduct an analysis. They use this to investigate key food molecules, the metabolism of food in the human body, and the energy content of food. The investigation requires the students to identify an aim, develop a question, formulate a hypothesis and plan a course of action.

### Assessment

- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- Analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions.
- Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.

### Contribution to Study Score

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### Future Pathways

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry.

In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

## Environmental Science Units 1 and 2

### *Course Overview*

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment present for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

### *Learning Focus*

#### *Unit 1: How are Earth's dynamic systems interconnected to support life?*

In this unit 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 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.

#### *Unit 2: What affects Earth's capacity to sustain life?*

In this unit 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.

### *Assessment*

The assessment for this subject will consist of a series of tasks both formative and summative for each Outcome.

- Fieldwork reports
- Case studies
- Reports
- Scientific poster of a practical activity involving the collection of primary data
- Practical report using primary and/or secondary data
- Practical Logbook
- Examinations

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

VCE Environmental Science Units 1 and 2 will lead to Units 3 and 4. Environmental scientists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology, oceanography, architecture, engineering, urban planning, environmental consultancy and advocacy, agriculture, construction, mining and property management and water quality.



## Environmental Science Units 3 and 4

### *Course Overview*

VCE Environmental Science enables students to explore the relationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

### *Learning Focus*

#### *Unit 3: How can biodiversity and development be sustained?*

In Unit 3, students focus on environmental management through the application of sustainability principles. They explore the value of all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. 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 principles and environmental management strategies.

#### *Unit 4: How can climate change and the impacts of human energy use be managed?*

In Unit 4, students explore different factors that contribute to Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order 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.

### *Assessment*

- Presentation of recommendations using evidence-based decision-making, including analysis and evaluation of primary data
- Designed or practical response to a real or theoretical environmental issue or challenge
- Analysis and evaluation of a case study, secondary data or media communication, with reference to sustainability principles and stakeholder perspectives
- Application of Earth systems thinking in the evaluation of a response to an environmental scenario, case study, issue or challenge.

### *Contribution to Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### *Future Pathways*

Environmental science has strong links that provide for continuing study pathways within the field and lead to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy, advocacy and conservation research.

## Physics Units 1 and 2

### *Course Overview*

The study of VCE Physics involves collaboratively investigating, understanding and explaining the behaviour of physical phenomena in the Universe. A range of models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology).

Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

### *Learning Focus*

#### *Unit 1: What ideas explain the physical world?*

Students consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

#### *Unit 2: What do experiments reveal about the physical world?*

Students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

### *Assessment*

Students will be required to complete three SACs and an examination each semester. The SAC tasks include research tasks, data analysis, experimental activities and descriptions of how the physics concepts apply to a range of real world situations.

Each assessment task involves both individual and collaborative aspects.

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

Students can continue into Physics at the Unit 3 and 4 level.

## Physics Units 3 and 4

### *Course Overview*

In Units 3 and 4 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. Students also 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.

### *Learning Focus*

#### *Unit 3: How do fields explain motion and electricity?*

Students will study gravitational, electrical and magnetic fields, their interactions and effects, and look into the application of field concepts. They investigate the generation and transmission of electricity, Newton's laws of motion, Einstein's theory of special relativity, and the relationships between force, energy and mass.

#### *Unit 4: Models to explain light and matter.*

Students will study the properties of mechanical waves, light as a wave, the behaviour of light, matter as particles or waves, similarities between light and matter, and the production of light from matter. The investigation component requires the students to identify an aim, develop a question, formulate a hypothesis and plan a course of action.

### *Assessment*

- Research tasks,
- Data analysis,
- Experimental activities and descriptions of how the physics concepts apply to a range of real-world situations.

### *Contribution to Study Score*

- Unit 3 Coursework: 20%
- Unit 4 Coursework: 30%
- End of year 2 hour Written Examination: 50%

### *Future Pathways*

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers.

In addition, physics is applied in many fields of endeavour including Physicist, Medical radiographer, Civil engineer, Electronics, Technician, Architect

## Psychology Units 1 and 2

### *Course Overview*

VCE Psychology enables students to explore how people think, feel and behave using a biopsychosocial approach, and explores the connection between the brain and behaviour. In these units students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They also investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

### *Learning Focus*

#### *Unit 1: How are behaviour and mental processes shaped?*

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore how the brain recovers from injury and the influence that brain damage may have on a person's psychological functioning. Students will also investigate the varying influences of nature and nurture on a person's psychological development.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception can be distorted e.g. visual illusions. Students also explore influence of factors such as status and power, bullying and media on behaviour.

### *Assessment*

School Assessed Tasks can include:

- Analysis and evaluation of a case study
- Investigation or literature review involving the collation of secondary data
- Reflective annotations of a logbook of practical activities or in a response to an issue
- Media analysis of one or more contemporary media texts
- Modelling or simulation activities
- Problem-solving involving psychological concepts, skills and/or issues.
- Reports of laboratory or fieldwork activities presented as reports or scientific posters.
- a report of a student-adapted or student-designed scientific investigation using a selected format such as a scientific poster, an article, a practical report, an oral presentation, a multimedia presentation, or a visual representation.

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

Completion of Units 1 and 2 Psychology leads to Units 3 and 4.

## Psychology Units 3 and 4

### *Course Overview*

The nervous system influences behaviour and the way people experience the world. In this unit 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. 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.

### *Learning Focus*

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

Students examine the functioning of the nervous system and how it 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. They investigate mechanisms of memory and learning that lead to the acquisition of knowledge, new skills and changed behaviours.

#### *Unit 4 - How is mental wellbeing supported and maintained?*

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. They explore the concept of mental health and apply a scientific model, to analyse mental health and disorders. Phobias will be a focus in this unit.

### *Assessment*

- Analysis and evaluation of a selected psychological case study or experiment and of primary and/or secondary data.
- Comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities.
- Analysis and comparison of two or more contemporary media texts.
- A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken and presented in a scientific poster format.

### *Contribution to Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

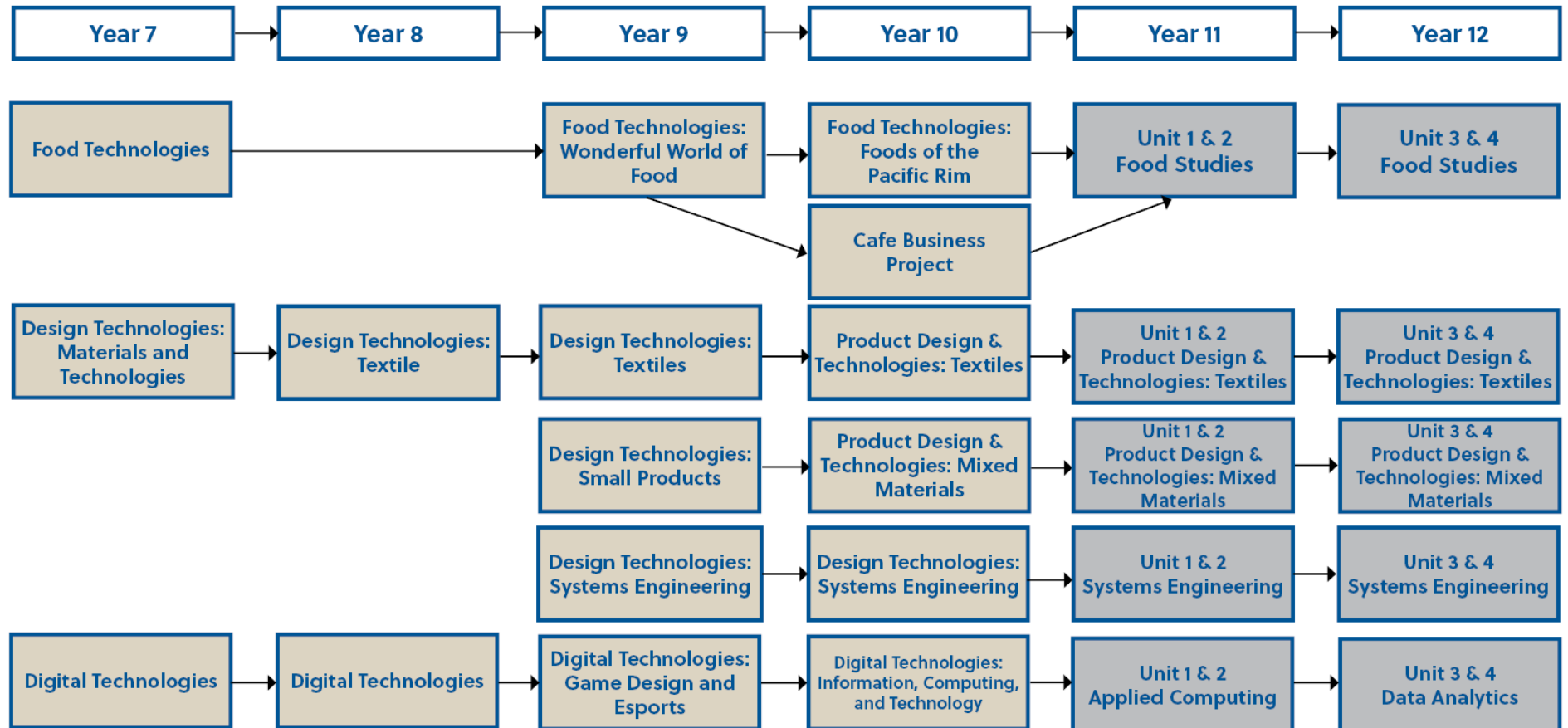
### *Future Pathways*

VCE Psychology provides for continuing study within the discipline and leads to various careers such as working with children, adults, families, and communities in various settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport, and organisational psychology. Specialist fields include counselling, neuropsychology, social psychology, and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of ongoing or emergency support services in educational, institutional, and industrial settings



# DESIGN AND DIGITAL TECHNOLOGY

## Design and Digital Technology Pathways



## Applied Computing Units 1 and 2

### *Course Overview*

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies.

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills.

Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

### *Learning Focus*

#### *Unit 1: Applied computing*

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

#### *Unit 2: Applied computing*

In this unit 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.

### *Assessment*

Students will be assessed using the following tasks:

- A presentation (oral, multimedia, visual) of an innovative solution
- A written report
- An annotated visual report
- A case study with structured questions
- The design of a wireless network or a working model of a wireless network.
- Examinations

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

## Applied Computing: Data Analytics Units 3 and 4

### *Learning Focus*

Unit 3: Data analytics in this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics.

Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Unit 4: Data Analytics in this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security, strategies used by an organisation to protect data and information from threats.

### *ASSESSMENT*

Students will complete:

- Research presentations (oral, multimedia, visual) of innovative solutions
- Written reports
- Annotated visual reports
- Case studies with structured questions
- Design of networks or of working models wireless networks.
- Examinations

### *Contribution to Study Score*

Unit 3 Coursework: 25%

Unit 4 Coursework: 25%

End of year 2 hour Written Examination: 50%

### *Future Pathways*

- VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies



## Food Studies Units 1 and 2

### *Course Overview*

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health.

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

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

### *Learning Focus*

#### *Unit 1*

**Food origins:** This Unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into food-producing regions of the world.

#### *Unit 2*

**Food makers:** In this Unit students investigate food systems in contemporary Australia. They focus on commercial food production industries, following food production in small-scale domestic settings, as both a comparison and complement to commercial production.

Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Note: There are extra fees associated with this subject - a Materials Levy is applied.

### *Assessment*

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. A variety of learning activities and assessment tasks will be used to provide a range of opportunities for students to demonstrate key knowledge and key skills in the outcomes.

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Food Studies Units 3 and 4

## Food Studies Units 3 and 4

### *Learning Focus*

In Unit 3 students investigate the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking.

Focus influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

In Unit 4 students debate global and Australian food systems focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Note: There are extra fees associated with this subject - a Materials Levy is applied.

### *Assessment*

- The science of food
- Food choice, health and wellbeing
- Environment and ethics
- Navigating food information

### *Contribution to Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### *Future Pathways*

Food Technology study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities. This study complements and supports further training and employment opportunities in the fields of Home economics, Food technology, Food manufacturing and Hospitality.



## Product Design and Technology: Textiles Units 1 and 2

### *Course Overview*

Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants.

### *Learning Focus*

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

Students research designs across a range of design specialisations, and critique products to make judgments about their success (or failure) using the factors that influence product design. Products selected for research should address inclusion through belonging, access, usability and/or equity considerations. Students also analyse and evaluate future market opportunities or needs for products.

### *Assessment*

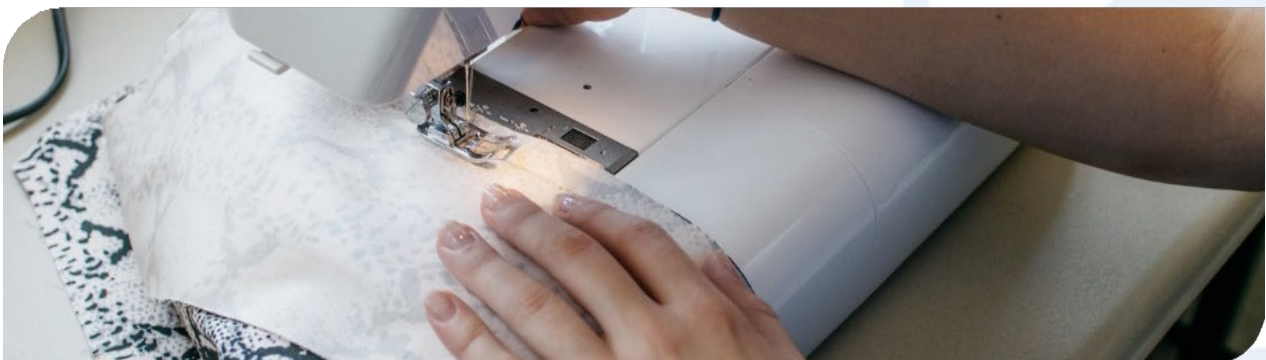
- Design Folio following the Design Process
- Planning, Production and Evaluation completing the final stages of the Product Design process
- Completed Garment(s) with 3 modifications

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- VCE Product Design and Technology Textiles Units 3 and 4



## Product Design and Technology: Textiles Units 3 and 4

### *Course Overview*

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices and develop skills to critically analyse existing products and develop their own creative solutions.

Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations.

### *Learning Focus*

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

Students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Note: There are extra fees associated with this subject - a Materials Levy is applied.

### *Assessment*

- Research Tasks and Writing a Client Design Brief
- Creation of a Detailed Written Portfolio including documentation of processes and written evaluation
- Production: Creation of product designed

### *Contribution to Study Score*

- Unit 3 and 4 Coursework: 20%
- Unit 3 and 4 School Assessed Task (SAT): 50%
- Written examination: 30%

### *Future Pathways*

Career pathways in design such as industrial, transport, service, interior and exhibition, engineering, carpentry, furniture, at both professional and vocational levels.

## Product Design and Technology: Mixed Materials Units 1 and 2

### *Course Overview*

In Product Design Technology, students are introduced to the Product design process, IP and the Product design factors, with an emphasis on materials and sustainability. Students consider studies of designers who claim to have incorporated sustainable practices.

Students how an existing product currently fulfils the need of a user. They consider how the product could be improved.

Students write a design brief for a product's modification and improvement by altering at least three points of the original design, ensuring the primary purpose/function of the original product remains.

One of the alterations should aim to improve the product's sustainability. Students develop evaluation criteria for design options, the completed product, and to judge the efficiency and effectiveness of design and production activities.

### *Learning Focus*

- In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.
- Students research designs across a range of design specialisations, and critique products to make judgments about their success (or failure) using the factors that influence product design. Products selected for research should address inclusion through belonging, access, usability and/or equity considerations. Students also analyse and evaluate future market opportunities or needs for products.

### *Assessment*

- Design Folio following the Design Process
- Planning, Production and Evaluation completing the final stages of the Product Design process
- Examination

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Product Design and Technology: Wood Units 3 and 4

## Product Design and Technology: Mixed Materials Units 3 and 4

### *Course Overview*

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices and develop skills to critically analyse existing products and develop their own creative solutions.

Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations.

### *Learning Focus*

- In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).
- Students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Note: There are extra fees associated with this subject - a Materials Levy is applied.

### *Assessment*

- Research tasks and writing a client design brief
- Creation of a detailed written portfolio including documentation of processes and written evaluation
- Production: Creation of product designed

### *Contribution to Study Score*

- Unit 3 and 4 Coursework: 20%
- Unit 3 and 4 School Assessed Task (SAT): 50%
- Written examination: 30%

### *Future Pathways*

Career pathways in design such as industrial, transport, service, interior and exhibition, engineering, carpentry, furniture, at both professional and vocational levels.

## Systems Engineering Units 1 and 2

### *Course Overview*

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electro-technological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

### *Learning Focus*

This study enables students to:

- Develop an understanding of the systems engineering process and factors that influence the creation and use of a system.
- Develop skills and conceptual understandings important to effective design, planning, production, diagnosis, performance analysis, maintenance, modification and control of technological systems.
- Acquire knowledge of mechanical, electro-technological and control systems and apply this knowledge to solve technological problems.
- Develop an understanding of how technologies have transformed people's lives and can be used to solve challenges associated with climate change, efficient energy generation and use, security, health, education and transport.
- Deepen their knowledge of new developments and innovations in technological systems.
- Develop skills in the safe, efficient and effective use of tools, equipment, materials, machines and processes, including digital technologies.
- 

Note: There are extra fees associated with this subject - a Materials Levy is applied.

### *Assessment*

- Design Folio following the Design Process
- Planning, Production and Evaluation completing the final stages of the Product
- Examinations

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%



## Systems Engineering Units 3 and 4

### *Learning Focus*

Unit 3 and 4 focuses on enabling students to:

- develop an understanding of how technologies have transformed people's lives and can be used to solve challenges associated with climate change, efficient energy generation and use, security, health, education and transport
- deepen their knowledge of new developments and innovations in technological systems
- develop skills in the safe, efficient and effective use of tools, equipment, materials, machines and processes, including digital technologies.
- critically engage in risk management processes
- extend knowledge of project management and develop problem-solving and analytical skills
- use virtual and physical modelling to develop designs

Please note: There is a materials levy applied for this subject.

### *Assessment*

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), a School-assessed Task (SAT) and external assessment as specified in the VCE study design.

### *Contribution to Study Score*

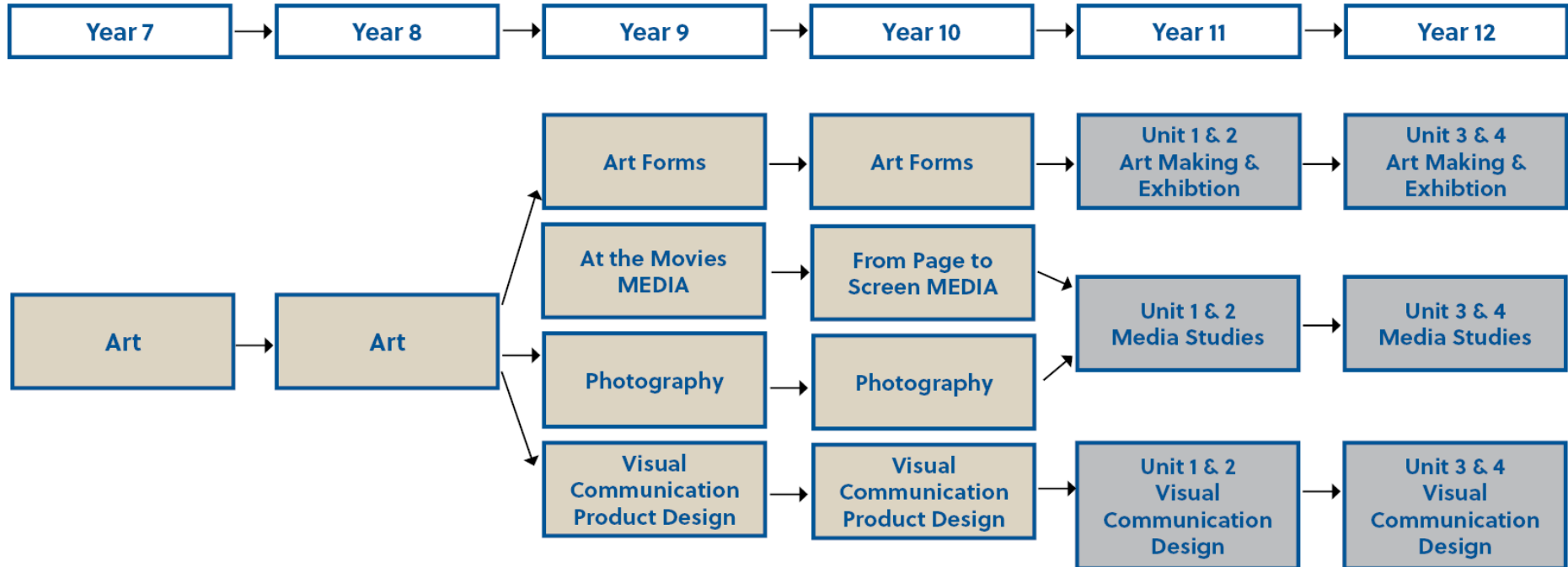
- Units 3 and 4 School-assessed Coursework: 20 %
- Units 3 and 4 School-assessed Task: 50%
- Examination: 30%

### *Future Pathways*

VCE Systems Engineering prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. This study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

# VISUAL ART

## Visual Art Pathways



## Art Making and Exhibiting Units 1 and 2

### *Course Overview*

VCE Art encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. The theoretical components of this study are an important basis for studio practice as it offers students a model for inquiry that can support their art making.

### *Learning Focus*

VCE Art encourages and supports students to recognise their individual potential as art makers. The study establishes effective art practices through the application of an individual design process.

Unit 1 focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Unit 2 focuses on the use of materials and techniques in the production of artworks. The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices.

### *Assessment*

- A visual arts journal (folio) including design exploration, research, sketches and all planning criteria.
- Written research tasks based on exhibiting artists.
- Written research tasks based on thematic exhibition.
- A visual arts journal (folio) including experimental artwork and all planning documentation.
- Finished artworks.
- Examination

### *Contribution To Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Unit 3 and 4 Art Making and Exhibiting

## Art Making and Exhibiting Units 3 and 4

### *Course Overview*

VCE Art encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. The theoretical components of this study are an important basis for studio practice as it offers students a model for inquiry that can support their art making practices.

### *Learning Focus*

In Unit 3 students use an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts. The exploration proposal underpins the student's working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks.

In Unit 4 students develop their finished artworks based on selected directions. Students evaluate the use of materials, techniques and aesthetics. This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

### *Assessment*

This consists of both School Assessed Coursework (SAC) & School Assessed Tasks (SAT)

- Students collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Students make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
- Students research, write, annotate and plan an exhibition of the artworks of three artists that includes a multi-media presentation.
- Refine and resolve one final artwork in a specific art form and document the materials, techniques and processes used in art making.
- Plan and display the finished artwork in a specific art form and present a critique.
- Present a case study with written and visual material outlining the presentation, conservation and care of artworks, including the conservation and care of your own artworks.

### *Contribution to Study Score*

- Unit 3 and Unit 4 Coursework: 10%
- Unit 3 and 4 School Assessed Task: 60%
- Written Examination: 30%

### *Future Pathways*

Employability skills gained from this study include: communication, planning, organising and teamwork skills. As well as problem solving, self-management and initiative skills. This study can also lead to a range of tertiary and vocational studies, such as those associated with multimedia, fine art, graphic and fashion design, the music industry, film and television, theatre and advertising.

## Media Studies Units 1 and 2

### *Course Overview*

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students study narratives, technologies and processes from various perspectives, genres and timelines. Students learn and examine the media's role in contributing to and influencing society and our views and knowledge of key factual events. Studies also centre around culture and the role media plays in this environment.

Students learn how to create different media forms including; Print, film and animation, photography, TV and podcast. Following the Production design process, students will create their own media products following prescribed themes and using original narratives.

### *Learning Focus*

- Investigate and analyse their and others' experience of the media and examine the relationship between audiences and the media.
- Understand the codes and conventions that are used to construct media narratives, products and to develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application.
- Develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms, products and to analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged.
- Develop skills in critically understanding the significance and aesthetics of the media and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

### *Assessment*

- Media representations (SAC)
- Media Forms in Production (SAT Production)
- Australian stories (SAC)
- Narrative, Style & Genre (SAC)
- Narratives in Production (SAT Production)
- Media & Change (SAC)
  - SAT: School Assessed Tasks, these are the Media Productions which are the project-based assessments. These can be in the form of short films, podcasts, animations, and print based media.
- Examinations (Unit 1&2)

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Unit 3 and 4 Media Studies



## Media Studies Units 3 and 4

### *Course Overview*

VCE Media is a creative subject that provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society.

Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products, ultimately producing their own Media Production completing the School Assessed Task Outcome. The Media Project spans across Unit 3 & Unit 4 and can be in the form of a short film, podcast, print based media, or a hybrid format.

### *Learning Focus*

- Analyse how the narratives are constructed and distributed, how we engage with them and consume them as the present-day audience, or an intended audience.
- Research aspects of media form and experiment with media technologies and media production processes to inform and document the design of a media production.
- Develop and document a media production design in a selected media form for a specified audience.
- Produce, refine and resolve a media product designed in Unit 3.
- Discuss the issues of agency and control in the relationship between the media and its audience.
- All media forms are examined and explored that exist in real world media career pathways such as Film, podcast and radio, TV, internet-based media and applications, and print media.

### *Assessment*

- Media Narratives & their Context.
- School Assessed Task (SAT Media Project) This includes the Pre-Production, Production & Post-Production of the Media Project. This is written, directed, produced and created by the student.
- Agency & Control in the Media.
- Written Examination.

### *Contribution To Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year Examination: 50%

### *Future Pathways*

- Media Studies provides students with the knowledge and skills needed in all aspects of media production. Whether this be further media studies at tertiary level or in the workplace. The skills taught include all aspects that relate to the creative side of pre-production, production and post-production when considering and creating a media production or product

# Visual Communication and Design Units 1 and 2

## Course Overview

Students are introduced to the practices and processes used by visual designers to identify, reframe and resolve human-centred design problems. Students learn how design can improve life for people, communities and societies, and how understandings of good design have changed over time. The focus is on human-centred research methods to discover design problems and draw on this research to determine communication needs and prepare design criteria in the form of a brief. This process introduces students to the VCD design process and thinking like a designer. Students apply the VCD model, and complete practical tasks across within their folio work.

## Learning Focus

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

Focus is on the design of messages and objects, while introducing the role of visual language in communicating. Students participate in evaluation and feedback by sharing ideas and progress. Students continue to develop their skills in the specialist fields of communication and object design, and these projects develop brand strategy and product development. Students learn about promoting sustainable and circular design practices and how design decisions are shaped by economic, technological, cultural, environmental and social factors.

### *Unit 2 Design contexts and connections*

Design and its context are the focus in unit 2, and the potential of interactive design experiences in both physical and digital spaces. Historical movements and cultural design traditions are studied and used as inspiration. Design evaluation and feedback continue to feature as an integral component of the design process, with a focus on technical drawing and folio development. The protocols for the creation and commercial use of Indigenous knowledge are taught, and students are taught to consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

## Assessment

### *Unit 1*

- Reframing design problems and preparing a brief.
- Developing visual language: Creating a folio of work designed for a business or brand.
- Designing a sustainable object: Creating a folio of work using the circular design process.

### *Unit 2*

- Environmental design: A folio demonstrating the stages of the VCD design process.
  - Culturally appropriate design practices: Investigation of culturally appropriate design practices and the creation of personal iconography in a range of design exercises.
  - Digital interface: A folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment or service.
- 
- End of year Examination

## Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

## Future Pathways

- VCE Visual Communication & Design (Units 3 and 4)

## Visual Communication and Design Units 3 and 4

### *Learning Focus*

Students create formal design briefs that allow them to explore the materials, methods, media and direction they are most interested in pursuing. In Unit 3 students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

Having completed their brief, a range of human-centred research methods, and generated ideas, students continue the design process in Unit 4 by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

### *Assessment*

Consists of both School Assessed Coursework (SAC) & School Assessed Tasks (SAT). In response to a given stimulus material, create three visual communication designs for different contexts, purposes and audiences. These visual communications will include evidence of two- and three-dimensional drawings including use of digital editing methods.

- Unit 3: Visual communication in design practice
  - A comparative case study of designers.
  - Two practical design exercises.
  - A comparative analysis of design examples.
- Unit 4: Delivering design solutions
  - Development and completion of the School Assessed Task (SAT) a folio of all design work.
  - The folio is based on two communication needs for a client, based on human-centred research methods.
  - Preparation of a design brief and development of design ideas.
  - Application of the VCD design process and design thinking strategies.
  - Final submission of all SAT folio tasks including; a generation of ideas, the development of the design briefs, all technical drawings and mock-ups, design concepts testing and evaluation.
  - Two final design concepts that are submitted and presented in two presentation formats.

### *Contribution to Study Score*

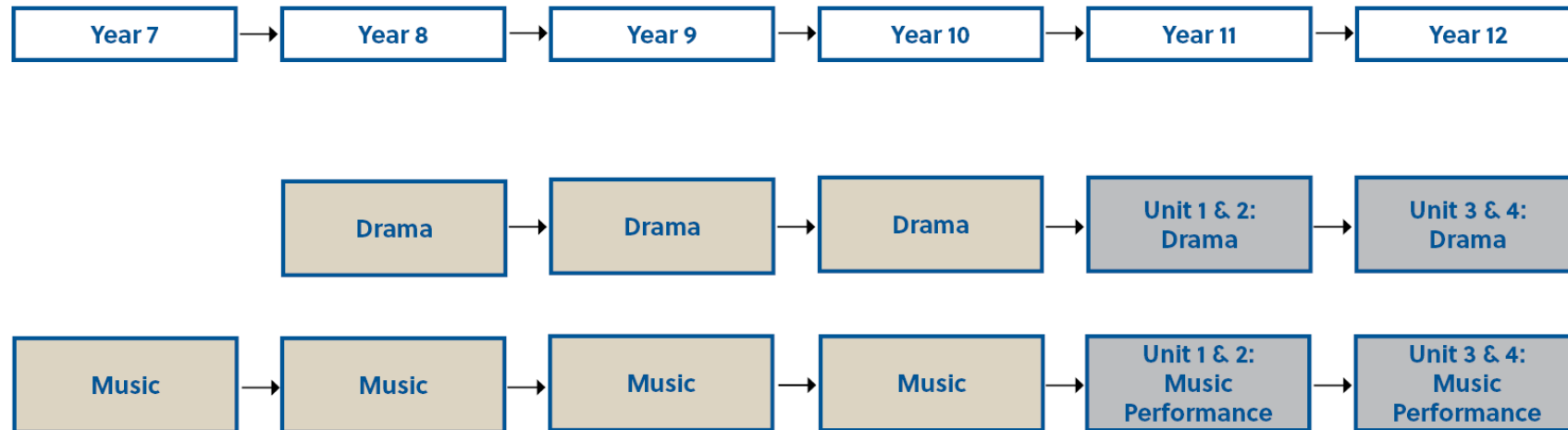
- Unit 3 & 4 Coursework (SACs)
- Unit 3 & 4 School Assessed Task (SAT)
- End of year Examination

### *Future Pathways*

At the conclusion of this course, the students are able to pursue a career in Design by applying to study at a tertiary institute or university. There are many different fields of design and many courses available.

# PERFORMING ARTS

## Performing Arts Pathways



## Drama Units 1 and 2

### *Course Overview*

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers.

Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding. VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts.

The study of Drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

### *Learning Focus*

These units focus on creating, presenting and analysing a devised performance that includes real or imagined characters. Students create solo and ensemble performances and manipulate expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in a range of eclectic performance styles. Students gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. Students analyse their own performance work and that of other professional practitioners.

### *Assessment*

Students studying Units 1 and 2 Drama will be expected to complete the following assessment tasks:

- Ensemble and solo performances
- Documentation of creative processes
- Performance analysis
- Examinations

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Unit 3 and 4 Drama



## Drama Units 3 and 4

### *Course Overview*

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers.

Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding. VCE

Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

### *Learning Focus*

Units focus on the creation of solo and ensemble pieces using eclectic performance styles. Eclectic performance styles and associated theatrical conventions are explored in the creation, development and presentation of a solo and ensemble performances. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance.

Students also document and evaluate stages involved in the creation, development and presentation of their performances. A professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed VCE Unit 3 Drama Playlist.

### *Assessment*

- Coursework: Ensemble performance, solo performance and written report, and written evaluations.
- Exams: Written and solo performance examination.

### *Contribution To Study Score*

- Unit 3 Coursework: 25%
- Unit 4 Coursework: 25%
- End of year 2 hour Written Examination: 50%

### *Future Pathways*

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

Students of drama gain considerable experience in performance which can be applied to several professional skills including public speaking, presentation, collaboration and interpersonal communication.

## Music Performance Units 1 and 2

### *Course Overview*

Music is an integral part of all cultures and societies, both contemporary and historical. VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

### *Learning Focus*

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music.

Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

### *Assessment*

- Written Coursework
- Performances
- End of semester 1 and 2 performance examination
- End of semester 1 and 2 oral and written examination

### *Contribution to Overall Semester Score*

- Assessment Tasks: 60%
- Semester Examinations: 40%

### *Future Pathways*

- Unit 3 and 4 Music



## Music Performance Units 3 and 4

### *Learning Focus*

These units prepare students to present convincing performances of group and solo works. In these units, 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.

Students 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.

### *Assessment*

- Short-answer and extended-answer questions based on heard and unheard excerpts of music.
- Analysis and/or comparison of the heard and unheard excerpts and of visual stimulus material in the form of notated music.
- Tasks that require the use of relevant vocabulary to analyse and/or compare the ways in which performers have interpreted a variety of works.
- Performances.

### *Contribution to Study Score*

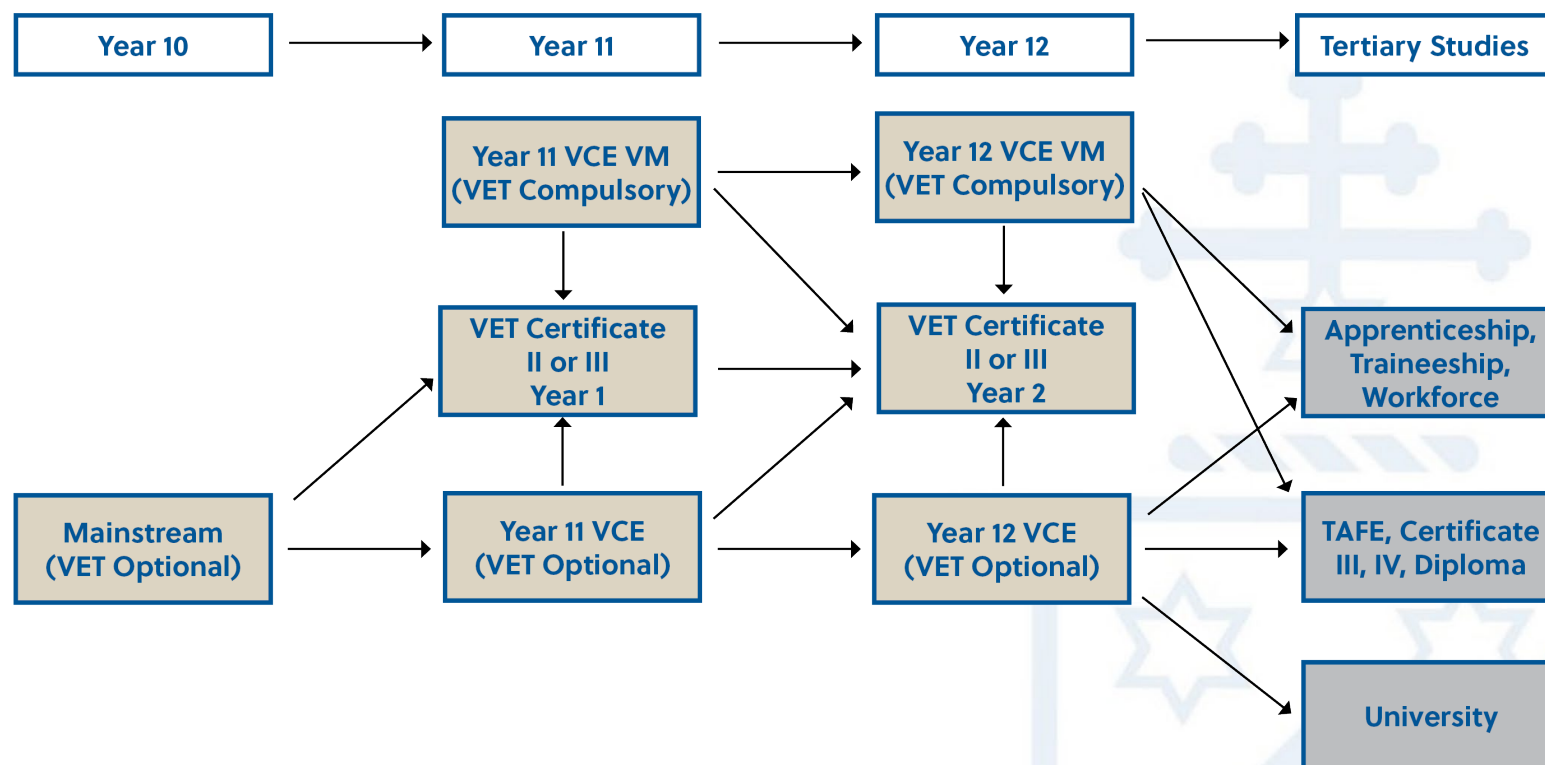
Units 3 and 4 School-assessed Coursework  
External end-of-year performance examination  
External end-of-year aural and written examination

### *Future Pathways*

Music Performance Units 3 and 4 is often the gateway to study Music at a Tertiary Institution.  
Alternatively, or in conjunction, students have the opportunity to study VETiS Music Industry

# VCE VOCATIONAL MAJOR

## VCE Vocational Major Pathways



### Movement between VCE and VCE VM

Transferring from VCE to VCE VM is possible at the end of Semester 1 of Year 11 and at the end of Year 11.  
No changes can occur once Year 12 subjects have begun.  
Students completing the VCE VM pathway recommended to start VET course in Year 11.

## Course Overview

COURSE OVERVIEW							
	RELIGIOUS EDUCATION	LITERACY	NUMERACY	PERSONAL DEVELOPMENT	WORK RELATED SKILLS	VET	VCE
YEAR 11	Thomas Carr Religious Education	VM Literacy or English	VM Numeracy or VCE Foundation Mathematics or VCE General Mathematical Methods	Compulsory Subject	Compulsory Subject	Students choose ONE VET courses.  See the list in Wyndham Cluster Handbook for courses, fees associated and venues.	Students choose ONE VCE subject from the list below.
YEAR 12	Thomas Carr Religious Education or Religion and Society	Continue Literacy or VCE English Pathway	Continue Numeracy or Maths Pathway	Compulsory Subject	Compulsory Subject	Students continue with their chosen VET course.	Students continue with the VCE study.

VCE Studies that complement the VCE Vocational Major Program at Thomas Carr College:

- Unit 1 and 2 Applied Computing
- Unit 1 and 2 Business Management
- Unit 1 and 2 Drama
- Unit 1 and 2 Food Studies
- Unit 1 and 2 Health and Human Development
- Unit 1 and 2 Product Design and Technology: Fibre
- Unit 1 and 2 Product Design and Technology: Wood
- Unit 1 and 2 Psychology
- Unit 1 and 2 Art Making and Exhibiting
- Unit 1 and 2 Systems Engineering
- Unit 1 and 2 Visual Communication and Design

Please refer to the WYNDHAM VETDSS CLUSTER – STUDENT HANDBOOK FOR VET COURSE DETAILS and Appendix 1 regarding material fees for various VET courses.



## Literacy Units 1 and 2

### Course Overview

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life.

A key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes, and contexts, including workplace, vocational and community contexts.

This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

### Learning Focus

Year 11 Literacy is made up of four areas of study across two units. The following skills are developed through the exploration of a range of topics related to the world of work.

#### Unit 1

Area of Study 1: Literacy for personal use

Students explore how text types are constructed for different purposes, audiences, and contexts through a range of written, digital, oral and visual responses.

Area of Study 2: Understanding and creating digital texts

Students apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace, or vocational context.

#### Unit 2

Area of Study 1: Understanding issues and voices

Students build the skills and understanding to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.

Area of Study 2: Responding to opinions

Students develop the skills and knowledge to interpret the values and opinions of others and present in oral form points of view supported by evidence.

### Assessment

Students will be assessed in a variety of ways that can include but are not limited to:

- Structured response to stimulus material
- Oral Presentations (Podcast, video, performance)
- Portfolio of collected works
- A visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

## Satisfactory Completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

## Future Pathways

Successful completion of Units 1 and 2 Personal Development Skills will provide a pathway into Units 3 and 4 Personal Development Skills and is a compulsory study of the VCE Vocational Major. The Personal Development units are a compulsory aspect of the VCE Vocational Major and they prepare the students for further study and to successfully engage in workplace communication. This study offers a number of opportunities for students to develop employability skills. The units help prepare students for Apprenticeships, TAFE, as well as a range of different industries including construction, aged care, hospitality, design and many more.



## Personal Development Skills Units 3 and 4

### Course Overview

This is a compulsory study in the VCE Vocational Major

In Units 3 and 4 of the Personal Development Vocational Major course, the focus is on self-awareness and self-reflection, goal setting and planning, communication and interpersonal skills, leadership and teamwork, and resilience and well-being. Students will develop a deeper understanding of themselves, their values, and their goals in relation to their vocational major. They will learn effective techniques for setting and achieving goals, fostering positive relationships, and working collaboratively in teams. Additionally, students will develop resilience strategies to overcome challenges and maintain their well-being in their vocational pursuits.

### Learning Focus

#### Unit 3: Leadership and teamwork:

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

#### Unit 4: Community project:

- Planning a community project
- Implementing a community project
- Evaluating a community project

### Assessment

Students will be assessed in a variety of ways that can include but are not limited to:

- Record of survey results
- Record of discussion or debate
- Reflection on a site or organisation visit
- Video, podcast or oral presentation
- Digital presentation.
- Reflective journal of participation in practical tasks
- Video
- Audio recording
- PowerPoint or Prezi
- Website.
- Annotated photographs

### Satisfactory Completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

### Future Pathways

The Personal Development units are a compulsory aspect of the VCE Vocational Major and they prepare the students for further study and to successfully engage in workplace communication. This study offers a number of opportunities for students to develop employability skills. The units help prepare students for Apprenticeships, TAFE, as well as a range of different industries including construction, aged care, hospitality, design and many more.

## Work Related Skills Units 1 and 2

### Course Overview

This is a compulsory study in the VCE Vocational Major

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change

### Learning Focus

Work Related Skills in year 11 explores a student's career goals, future careers and the transferrable skills and capabilities required to be successful in the workplace through four Areas of Study across the two units.

#### Unit 1: Careers and Learning for the Future

Area of Study 1: Future careers

Students develop the skills and knowledge to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

Area of Study 2: Presentation of career and education goals

Students consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection

#### Unit 2: Workplace skills and Capabilities

Area of Study 1: Skills and capabilities for employment and further education

Students employ their knowledge and understanding to be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

Area of Study 2: Transferable skills and capabilities

Students investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

### Assessment

Students will be assessed in a variety of ways that can include but are not limited to:

- Oral Presentations (Podcast, video, performance)
- Portfolio of collected tasks.
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
- Research and Investigation reports

### *Satisfactory Completion*

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

### *Future Pathways*

Successful completion of Units 1 and 2 Work Related Skills will provide a pathway into Units 3 and 4 Work Related Skills and is an integral part of the VCE Vocational Major. The Work Related skills units are a compulsory aspect of the VCE Vocational Major and they prepare the students for further study and to successfully engage in workplace communication.

This study offers a number of opportunities for students to develop employability skills. The units help prepare students for Apprenticeships, TAFE, as well as a range of different industries including construction, aged care, hospitality, design and many more.





## Work Related Skills Units 3 and 4

### *Course Overview*

This is a compulsory study in the VCE Vocational Major

In Units 3 and 4 of the Work-Related Skills Vocational Major course, the focus is on developing effective workplace communication, problem-solving and critical thinking, time management and organization, professional etiquette and workplace ethics, and adaptability and resilience. Students will enhance their communication skills, both written and oral, to effectively collaborate and interact within their vocational major.

Students will develop problem-solving and critical thinking abilities to analyse complex issues and make informed decisions. Time management and organizational skills will be honed to efficiently handle tasks and meet deadlines. Students will learn professional etiquette and workplace ethics to conduct themselves appropriately in professional settings. Additionally, they will develop adaptability and resilience skills to thrive in evolving work environments.

### *Learning Focus*

#### *Unit 3: Industrial relations, workplace environment and practice:*

- Wellbeing, culture and the employee-employer relationship
- Workplace relations, and
- Communication and collaboration.

#### *Unit 4: Portfolio preparation and presentation:*

- Portfolio development
- Portfolio presentation

### *TYPES of ASSESSMENT*

Students will complete:

- Case studies
- Research tasks
- Presentation
- Report

### *Satisfactory Completion*

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

### *Future Pathways*

The Work-Related Skills units are a compulsory aspect of the VCE Vocational Major and they prepare the students for further study and to successfully engage in workplace communication. This study offers a number of opportunities for students to develop employability skills.

The units help prepare students for Apprenticeships, Tafe, as well as a range of different industries including construction, aged care, hospitality, design and many more