



GEELONG GRAMMAR SCHOOL®  
EXCEPTIONAL EDUCATION



CURRICULUM GUIDE 2025

# YEAR 11-12 VCE

*Last updated June 19, 2025*

<b>01</b>	<b>Welcome to VCE</b>	<b>5</b>
	A vibrant and diverse programme	5
	Course Requirements	5
	Entry Into Units 3 and 4	6
	Availability of subjects	7
	Special Provision	7
	Academic Support	7
<b>02</b>	<b>Arts</b>	<b>9</b>
	Art Making and Exhibiting (formally known as VCE Studio Arts)	9
	Media	13
	Music	18
	Theatre Studies	21
	VCE/VET - Certificate III in Music (Performance) CUA30920	23
	VCE/VET - Certificate III in Music (Sound Production) CUA30920	25
	Visual Communication Design	27
<b>03</b>	<b>English</b>	<b>32</b>
	English	32
	English as an Additional Language	36
	Literature	40
	English Language	44
<b>04</b>	<b>Equine Studies (VET)</b>	<b>48</b>

---

05	Health and Physical Education	49
	Health and Human Development	49
	Physical Education	51
	VCE/VET Certificate III in Sport and Recreation	54
06	Humanities	55
	Accounting	55
	Australian and Global Politics	58
	Business Management	60
	Economics	62
	Geography	65
	History - Overview	69
	Ancient History	69
	History (Modern)	71
	History (Revolutions)	73
	Legal Studies	73
07	Languages	76
	French	76
	Japanese Second Language	78
08	Mathematics	82
	Foundation Mathematics	82
	General Mathematics	84
	Mathematical Methods (CAS)	88

---

<b>09</b>	<b>Science</b>	<b>95</b>
	Biology	95
	Chemistry	98
	Environmental Science	102
	Physics	104
	Psychology	106
<b>10</b>	<b>Technology</b>	<b>109</b>
	Agricultural and Horticultural Studies	109
	Product Design and Technology	111
	VCE/VET Furnishing Certificate II in Furniture	113
<b>11</b>	<b>Contact</b>	<b>115</b>

# 01 Welcome to VCE

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## A vibrant and diverse programme

Geelong Grammar students can select from a broad range of subjects across a spectrum of disciplines. Our VCE programme offers a vibrant and engaging curriculum that ensures the gifts of every student are energised and optimised.

VCE studies are made up of Units 1, 2, 3 or 4. Each unit is a semester, or half year in length. Students may choose to study Unit 1 or Unit 2 of a subject as stand-alone units, however Units 3 and 4 must be studied as a sequence.

Most students will undertake 22 units over the two-year VCE period; 12 units at Year 11, and 10 units at Year 12.

Students who display the academic ability and maturity in Year 9 have the option of completing either VCE Unit 1 or 2 or both in Year 10. Similarly, Year 11 students wishing to study a Unit 3 and 4 sequence need to be achieving an overall B average in Year 10 and a B+ in the prerequisite subject.

## Hear more about the VCE

<https://vimeo.com/227855763>

## Course Requirements

To obtain the VCE, students must satisfactorily complete sixteen units, including:

At least three units from the English group: English, English (EAL) or Literature, and at least three other Unit 3 and 4 sequences.

At least one of the English units must be a Unit 3 and 4.

## What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a means of ranking senior student performance in their VCE and is important to tertiary institutions for student selection. Its calculation is undertaken by the Victorian Tertiary Admissions Centre (VTAC).

The ATAR uses study scores from Unit 3 and 4 VCE studies and, where appropriate, VCE VET programs. The raw scores in each study are 'scaled' to ensure a fair result taking into account the relative strength of the cohort across the state.

Students completing the IB Diploma are also given a ranking, which can be converted to an ATAR for tertiary admission purposes.

## Entry Into Units 3 and 4

In some subjects, students must have completed Units 1 and 2, and in other subjects it is possible to complete Units 3 and 4 without Units 1 and 2 although extensive pre-reading may be required.

Students who have not completed Unit 1 and Unit 2 in a subject and who wish to select a Unit 3 and 4 subject for the following year will need to seek permission from the relevant Head of Department. The student's academic record and work ethic will be considered before permission is granted.

### Units 3 and 4 at Year 11

Some students may be interested in the possibility of taking one Unit 3 and 4 sequence during Year 11. While it is accepted that this possibility is appropriate in some circumstances it may be a disadvantage in others.

Units 3 and 4 work is based on the development of skills, knowledge and intellectual maturity that Units 1 and 2 studied at Year 11 encourage. While it is no doubt possible to undertake some Units 3 and 4 without this preparation, and to do so with success, the overall picture must be kept in mind before any decision is made. For some Year 11 students, the commitment necessary to succeed at one sequence of Unit 3 and 4 could undermine the proper foundation for Year 12 in other subjects. Moreover, it could mean that participation in the wider life of the School may be hampered. As a result the seeming advantage of an extra final year subject and the bonus points that might be involved is overshadowed by the eventual loss of more points across an entire academic programme and limitation of the wider education of the student. Consequently, some students do not take a Year 12 subject during Year 11.

Year 11 students wishing to select a Unit 3 and 4 sequence need to be achieving an overall B average in Year 10 and a B+ in the required prerequisite subject. Students would also need to gain a recommendation from their subject teacher and the relevant Head of Department which would largely be based on the student's Attitude and Effort grades from Year 10.

Entry to a Unit 3 and 4 sequence at Year 11 will only be possible if it can be arranged within the timetable.

Subject selection decisions should be discussed with the parents, Mentor, the Head of House, the Head of Careers and the VCE Coordinator.

Please note: a maximum of one Unit 3/4 sequence can be completed in Year 11, and this does not have any effect on the requirement to complete five Unit 3/4 sequences in Year 12

## Availability of subjects

At the completion of the subject selection process a subject may not proceed if there is an insufficient number of students choosing that subject. The students involved would be informed of the changes as soon as possible.

## Special Provision

Students with a significant learning difficulty may be eligible for Special Provision. Advice can be sought from the Director of Inclusive Learning or VCE Coordinator early in Year 11 so that appropriate testing and documentation can be put into place, although the final decision rests with VCAA.

## Academic Support

VCE students with identified learning need such as Specific Learning Disorder – Reading and Writing (Dyslexia) or Attention Deficit Hyperactivity Disorder (ADHD) successfully complete the VCE. They do so with the support of their subject teachers, house team, assessment accommodations and support staff when required.

Support is provided to VCE students in four ways:

1. Classroom Supports such as assistive technologies and quality differentiated teaching practice

2. Wrap Around Supports such as small group tutorials, study skills or executive functioning coaching.
3. Assessment Supports such as extra time, rest breaks, assistive technology or separate assessment spaces.
4. Academic Support Program which is an intensive level of support for students whose difficulties significantly impact their learning despite other supports being in place.



# 02 Arts

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## Art Making and Exhibiting (formally known as VCE Studio Arts)

<https://vimeo.com/825323287>

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 Studio Arts or any of the other Visual Arts subjects is highly advisable.

### Overview

VCE Art Making and Exhibiting introduces students to art creation and exhibition methods. Through inquiry learning, students explore materials, techniques, processes, and the ways artworks are made. They learn how art elements and principles contribute to aesthetic qualities and convey ideas visually. Students develop their skills through creating and presenting their own artworks, as well as analysing artworks by other artists. Visiting exhibitions is essential to understanding display and curation practices, influencing students' own art. Responding to artworks in various spaces, such as galleries and museums, is integral to the study. Students gain insights into exhibition design, conservation, and promotion, while appreciating the diversity and different forms of art. They also learn about curating, displaying, and conserving their own and others' artworks. Students become aware of difference and diversity in the views of others working in the arts industry, giving them a stronger understanding of the various forms that art may take.

### What type of projects to expect?

Folio documentation of the production process; artwork production, e.g. paintings, drawings, prints, sculptures, ceramics, analogous and/or digital photography; experimentation with a variety of materials and techniques associated with specific artforms; visual analysis tasks.

### What future pathways there exist?

VCE Art Making and Exhibiting provides pathways to tertiary courses in e.g. Fine Arts, Art History, Art Curatorship, Art Therapy, Advertising and Marketing.

## Course Description

### Unit 1: Semester 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

#### ASSESSMENT

1. Folios (65%)
2. Research (15%)
3. Examination (20%)

### Unit 2: Semester 2 – Understand, develop and resolve

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and

development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

## **ASSESSMENT**

1. Folios (65%)
2. Research (15%)
3. Examination (20%)

## **YEAR 11 : Finished Works examples**

<https://vimeo.com/837806792>

## **Unit 3: Semester 1 – Collect, extend and connect**

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

## **Unit 4: Semester 2 – Consolidate, present and conserve**

In this unit students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in – specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. They document the investigation and review of artworks and exhibitions in their Visual Arts journal.

## **ASSESSMENT**

1. School-assessed Coursework – Unit 3 (5%)
2. School-assessed Coursework – Unit 4 (5%)
3. School-assessed Task – Units 3 and 4 (60%)
4. End-of-year examination – (30%)

## **POSSIBLE FUTURE CAREER OPPORTUNITIES:**

• Artist • Curator • Conservator • Gallery Director • Art Theorist/Critic • Animator • Illustrator • Craftsperson • Furniture Designer • Fashion designer • Art Therapist • Cartoonist • Sculptor • Art Teacher • Commercial Artist e.g. Photographer, Illustrator or Concept Artist, as well as a range of careers which require problem solving and creative abilities.

## **Year 12 : Finished Works examples**

<https://vimeo.com/837808630>

## **Media**

<https://vimeo.com/825693399>

## **Prerequisites**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 VCD and/or 10 Photo/Film is highly advisable.

## **Overview**

Media is a pervasive force, shaping our lives and culture on local, national, and global levels. Stories are at its core, engaging audiences and constructing narratives that represent ideas and imagination. The context of media production and consumption influences its interpretation, reflecting societal attitudes and values. Technological advancements have revolutionized media, transforming audience participation and redefining key concepts like storytelling and influence. Audiences now transcend physical boundaries and actively contribute to media creation. The rise of social media has challenged traditional media institutions, raising concerns about accountability and regulation. VCE Media examines the construction and reflection of reality by media, as well as audience engagement and production. Through critical analysis and creative projects, students develop planning, analytical, and communication skills, paving the way for further study and careers in media-related fields.

### **What type of projects to expect?**

Folio documentation of the media production process; creation of media type products e.g. films, posters, photographs, or zines; exercises focussing on developing skills and knowledge in professional video editing software, as well as, scripting and storyboarding; analysis of films, social media sites and alike.

### **What future pathways there exist?**

VCE Media provides pathways to tertiary courses in e.g. Film and Television Production, Multimedia Production, Scriptwriting, Journalism, Marketing and Public Relations, Media theory and criticism, Philosophy, Sociology, Politics, Professional Communications and Photography.

## **Course Description**

### **Unit 1: Semester 1 - Media forms, representations and Australian stories**

In this unit, students develop an understanding of audiences and the core concepts

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

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

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

## **ASSESSMENT**

1. Coursework Theory (20%)
2. Coursework Practical (40%)
3. Examination (40%)

## **Unit 2: Semester 2 – Narrative across media forms**

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit, students further develop an understanding of the concept of narrative in media

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

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

## ASSESSMENT

1. Coursework Theory (20%)
2. Coursework Practical (40%)
3. Examination (40%)

### Unit 3: Semester 1 – Media narratives, contexts and pre-production

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

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

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



their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

## **Unit 4: Semester 2 – Media production; agency and control in and of the media**

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

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

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

### **ASSESSMENT**

1. School-assessed Coursework – Units 3 and 4 (20%)
2. School-assessed Task – Units 3 and 4 (40%)
3. End-of-year examination – (40%)

### **POSSIBLE FUTURE CAREER OPPORTUNITIES:**

• Actor • Journalist • Arts Administrator • Make-up Artist • Audio Visual Technician • Multimedia Developer • Camera Operator • Projectionist • Copywriter • Scriptwriter • Desktop Publisher • Set Designer • Film and TV Editor • Sound Mixer • Film and TV Lighting Operator • Sound Technician • Film and TV Producer • Stage Manager • Film Critic • Web Designer/Developer • Media Teacher

### **YEAR 11 : Finished Works examples**

<https://vimeo.com/838500366>

**YEAR 12 : Finished Works examples**

<https://vimeo.com/838508674>

## **Music**

<https://vimeo.com/825713980>

### **Prerequisites**

Whilst there are no prerequisites studies for entry to Units 1, 2 and 3, students are required to be enrolled in private instrumental lessons. Students must also undertake Unit 3 and Unit 4 as a sequence.

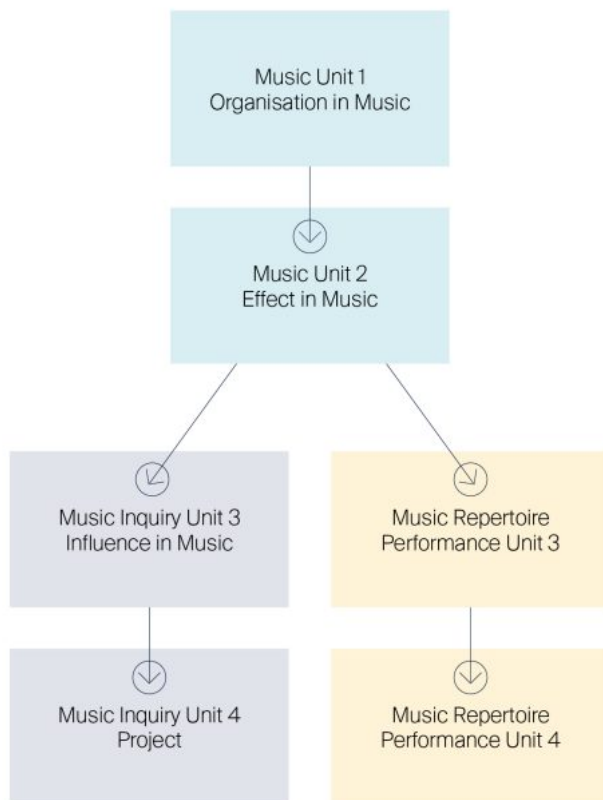
## **Course Description**

The new VCE Music study design is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

## **Structure**

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.



## Overview: Year 11 VCE Music Units 1 & 2

### Unit 1: Semester 1 - Organisation of Music

- Area of Study 1 – Performing
- Area of Study 2 - Creating
- Area of Study 3 – Analysing and responding
- Assessment – performances, composition/improvisation exercises and aural, oral, written and practical tasks.

### Unit 2: Semester 2 - Effect in Music

- Area of Study 1 – Performing
- Area of Study 2 - Creating
- Area of Study 3 – Analysing and responding
- Assessment – performances, composition/improvisation exercises and aural, oral, written and practical tasks.

## OVERVIEW: Year 12 VCE Music Units 3 & 4

There are two different elective pathways to choose from in Units 3 & 4 (Year 12). These are:

1. Music Inquiry
2. Music Repertoire performance

## **Music Inquiry Units 3 & 4**

### **Unit 3: Semester 1 – Influence in Music**

- Area of Study 1 – Music Making
- Area of Study 2 – Analysing for music making
- Area of Study 3 - Responding

### **Unit 4: Semester 2 – Project**

- Area of Study 1 – Music Making
- Area of Study 2 – Analysing for music making
- Area of Study 3 – Responding

### **ASSESSMENT**

1. Unit 3 School-assessed coursework: 30%
2. Unit 4 School-assessed coursework: 5%
3. Externally-assessed task: 50%
4. End-of-year examination: 15%

## **Music repertoire performance Units 3 & 4**

### **Unit 3: Semester 1 - Music repertoire performance**

- Area of Study 1 – Performing
- Area of Study 2 – Analysing for performing
- Area of Study 3 - Responding

### **Unit 4: Semester 2 - Music repertoire performance**

- Area of Study 1 – Performing
- Area of Study 2 – Analysing for performing
- Area of Study 3 - Responding

### **ASSESSMENT**

- Unit 3 School-assessed coursework: 20%

- Unit 4 School-assessed coursework: 10%
- Unit 4 Performance examination: 50%
- End-of-year aural and written examination: 20%

## Theatre Studies

<https://vimeo.com/825761362>

### Prerequisites

Nil.

### Course Description

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts.

Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills.

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

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

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

### Unit 2: Modern theatre styles and conventions

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

### **Unit 3: Producing theatre**

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production

roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

### **Unit 4: Presenting an interpretation**

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

The study is made up of four units.

- Unit 1: Pre-modern theatre styles and conventions
- Unit 2: Modern theatre styles and conventions
- Unit 3: Producing theatre
- Unit 4: Presenting an interpretation

Percentage contributions to the study score in VCE Theatre Studies are as follows:

- Units 3 and 4 School-assessed Coursework: 45 per cent
- End-of-year monologue examination: 25 per cent
- End-of-year written examination: 30 per cent

## VCE/VET - Certificate III in Music (Performance) CUA30920

<https://vimeo.com/825768314>

### Prerequisites

Year 10 Music or Music Technology highly recommended.

### Course Description

VCE/VET Music Industry is an exciting new inclusion into the academic programme at Geelong Grammar School and will offer students a whole range of practical skills related to the Music Industry. Students will be able to undertake competency-based training and assessment, while receiving a study score that contributes to their ATAR.

CUA30920 Certificate III in Music (Performance) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the aim to perform and compose music.

Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students will gain competencies that will enhance their employment opportunities within the music industry and a recognised qualification that will assist them in making a more informed choice when considering vocational/career pathways.

### Units of Competence for Performance

#### Core Units (Year 11 only)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

## Elective Units (Year 11 only)

- CUAMPF<sub>2I3</sub> Perform Simple Repertoire in Ensembles
- CUAMCP<sub>3I1</sub> Create simple musical compositions
- CUAMPF<sub>3I4</sub> Make Music Demos
- CUAMCP<sub>2I1</sub> Incorporate technology into music making
- CUAMCP<sub>3I2</sub> Write song lyrics
- CUASOU<sub>2I2</sub> Perform basic sound editing

## Elective Units (Year 12 only)

- CUAMPF<sub>3I2</sub> Prepare for musical performances
- CUAMPF<sub>3I5</sub> Develop and perform musical improvisation
- CUAMPF<sub>3I1</sub> Develop technical skills for musical performances
- CUAMPF<sub>4I2</sub> Develop and apply stagecraft skills

And choose one from the following:

- CUAMPF<sub>4I4</sub> Perform music as part of a group (for bands)
- CUAMPF<sub>4I6</sub> Perform music as a soloist (for soloists)

## Competency Based Assessment

Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.

In year 11, students will be assessed as either competent or not competent for each Unit of Competency

In year 12, students will be assessed as either competent or not competent for each Unit of Competency and in addition, students work is graded via three internal Scored Assessed Coursework tasks (SACs) and one external examination.

## CONTRIBUTION TO VCE/VCAL

**VCE:** Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.

**VCAL:** This program contributes to the Industry Specific Skills Strand and may also



contribute to the Work- Related Skills Strand of VCAL

**ATAR:** Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

### **PATHWAY OPTIONS**

- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

### **POSSIBLE FUTURE CAREER OPPORTUNITIES:**

- Sound Engineer • Producer • Broadcaster
- Musician • Performer • Stage Manger
- Digital Audio Technician • Sound & Lighting Technician • Songwriter

## **VCE/VET - Certificate III in Music (Sound Production)**

### **CUA30920**

<https://vimeo.com/825768388>

#### **Prerequisites**

Year 10 Music or Music Technology is highly recommended.

### **Course Description**

CUA30920 Certificate III in Music (Sound Production) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing.

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production. Students will gain competencies that will enhance their

employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

## Units of Competency for Sound Production

### Core Units (Year 11 only)

- CUACMP<sub>311</sub> Implement copyright arrangements
- CUAIND<sub>313</sub> Work effectively in the music industry
- CUAIND<sub>314</sub> Plan a career in the creative arts industry

### Elective Units (Year 11 only)

Three elective units are chosen each year from the list below, in alignment with the interests of the cohort.

- CUASOU<sub>331</sub> Undertake live audio operations
- CUASOU<sub>213</sub> Assist with sound recordings
- CUAMCP<sub>211</sub> Incorporate technology into music making
- CUASOU<sub>212</sub> Perform basic sound editing
- CUALGT<sub>311</sub> Operate basic lighting
- CUAMCP<sub>311</sub> Create simple musical composition
- CUAMPF<sub>314</sub> Make Music demos

### Elective Units (Year 12 only)

- CUASOU<sub>306</sub> Operate sound reinforcement systems
- CUASOU<sub>308</sub> Install and disassemble audio equipment
- CUASOU<sub>321</sub> Mix music in studio environments
- CUASOU<sub>317</sub> Record and mix basic music demos
- CUASOU<sub>412</sub> Manage audio input sources

## Competency Based Assessment

Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.

In year 11, students will be assessed as either competent or not competent for each Unit of Competency

In year 12, students will be assessed as either competent or not competent for each Unit of Competency and in addition, students work is graded via three internal Scored Assessed Coursework tasks (SACs) and one external examination.

## CONTRIBUTION TO VCE/VCAL

**VCE:** Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.

**VCAL:** This program contributes to the Industry Specific Skills Strand and may also contribute to the Work- Related Skills Strand of VCAL

**ATAR:** Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

## PATHWAY OPTIONS

- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

## POSSIBLE FUTURE CAREER OPPORTUNITIES:

- Sound Engineer • Producer • Broadcaster
- Musician • Performer • Stage Manger
- Digital Audio Technician • Sound & Lighting Technician • Songwriter

## Visual Communication Design

<https://vimeo.com/825766786>

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 VCD and/or 10 Photo/Film is highly advisable.

## Overview

VCE Visual Communication Design focuses on visual language's role in communication,

problem-solving, and behaviour influence. Students manipulate type and imagery for specific purposes, audiences and contexts, combining manual and digital methods with design elements and principles. They learn how aesthetics contribute to effective communication and design resolution. Students explore how designers visually communicate concepts in messages, objects, environments, and interactive experiences. They address design problems to improve services, systems, spaces, and places, using the design process, thinking strategies, drawings, models, and prototypes. Students participate in critiques considering factors like good design, aesthetics, and socio-cultural influences. Human-centered, ethical, sustainable, and culturally appropriate practices are considered. The study aims to nurture future-ready designers by providing them with the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

### **What type of projects to expect?**

Folio documentation of the design process; creation of finished designs e.g. brands, logos, illustrations, posters, flyers, brochures, visual merchandising, publications, signage, displays, objects, packaging, apps, icons, websites, visual interfaces, products, interiors, buildings and other structures; exercises focussing on developing skills and knowledge in observational and technical drawings, as well as, professional computer aided design software; visual analysis tasks.

### **What future pathways there exist?**

VCE Visual Communication Design provides pathways to tertiary courses in design, e.g. Graphic/Communication Design, Industrial/Product Design, Architectural Design, or Advertising and Marketing; design-related studies, e.g. Mechanical, Production and/or Civil Engineering; as well as, other areas of the construction industry requiring an understanding of visual communication.

## **Course Description**

### **Unit 1: Semester 1 – Finding, reframing and resolving design problems**

In Unit 1 students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working

collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

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

## **ASSESSMENT**

1. Folios (75%)
2. Examination (25%)

## **Unit 2: Semester 1 – Design contexts and connections**

This unit builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of

inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

## **ASSESSMENT**

1. Folios (75%)
2. Examination (25%)

## **Unit 3: Semester 1 – Visual communication in design practice**

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

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication

need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

## **Unit 4: Semester 2 – Delivering design solutions**

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

### **ASSESSMENT**

1. School-assessed Coursework – Unit 3 (20%)
2. School-assessed Task – Units 3 and 4 (50%)
3. End-of-year examination – (30%)

### **POSSIBLE FUTURE CAREER OPPORTUNITIES:**

• Animation Designer • Architect • Concept Designer • Fashion Designer • Graphic Designer • Illustrator • Industrial/Product Designer • Interior Designer • Landscape Architect • Multimedia Designer • Set/Stage Designer • UX/UI designer • Web Designer/Developer

### **Year 11 : Finished Works and Folio examples**

<https://vimeo.com/837813018>

### **Year 12 : Finished Works and Folio examples**

<https://vimeo.com/837815897>

# 03 English

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## English

### English Units 1/2

#### Prerequisites:

The study of a subject from the English group in Units 1 and 2 is compulsory. In Year 12, students must undertake Unit 3 English prior to undertaking Unit 4.

English is the mainstream choice of subject for most students studying VCE. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

#### Unit 1: Semester 1

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 develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

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

## ASSESSMENT

1. Reading and exploring texts: Responding to a literary text (40%)
2. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A commentary reflecting on writing processes (20%)

## Unit 2: Semester 2

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. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

In this unit, students also 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. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

1. Reading and exploring texts: Responding to a literary text (40%)
2. Analysing Argument: Analytical response to argument in written form (40%)

## Curriculum Guide – English Units 3/4

### Unit 3: Semester 1

In Unit 3, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Students study one text selected from the annual VCAA *VCE English and EAL Text List*. This text must be of a different text type from that which is selected for study in Unit 4.

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

In this unit, students also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

## ASSESSMENT

1. Reading and exploring texts: Analytical response to a text in written form (40%)
2. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A commentary reflecting on writing processes (20%)

## Unit 4: Semester 2

In Unit 4, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

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

Students study one text selected from the annual *VCE English and EAL Text List*. The text selected for study must be of a different text type from that which is selected for study in Unit 3.

On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In this unit, students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students apply their understanding of the use of argument and language to create a point of

view text for oral presentation.

On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

## ASSESSMENT

1. Reading and exploring texts: An analytical response to a text in written form (40%)
2. Analysing Argument: An analytical response to argument in written form (40%)
3. Analysing Argument: A point of view oral presentation (20%)

## English as an Additional Language

### Curriculum Guide – Units 1/2

#### Eligibility Requirements

Eligibility Requirements for EAL exist at Units 3&4. Students will ordinarily be permitted to enrol in Units 1&2 EAL only if they are likely to meet these requirements in Units 3&4.

#### Unit 1: Semester 1

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 develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. For this outcome, students will read and explore one set text, or extracts from the set text (EAL).

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

## ASSESSMENT

1. Reading and exploring texts: Responding to a literary text (40%)
2. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A set of annotations reflecting on writing processes (20%)

## Unit 2: Semester 2

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. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations. Students read and explore one set text, or extracts from a set text (EAL). The set text for this area of study must be of a different text type from that studied in Unit 1.

In this unit, students also 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. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

1. Reading and exploring texts: Responding to a literary text (40%)
2. Analysing Argument: Analytical response to argument in written form (40%)
3. Analysing Argument: A point of view oral presentation (20%)

## Curriculum Guide – English as an Additional Language (EAL) Units 3/4

## Eligibility Criteria:

Please refer to the [EAL Eligibility Criteria on the VCAA website](#).

### Criteria Criteria for EAL status

no.

- 1 A student:
  - will **not** have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL\* **and**
  - has been enrolled in schools where English has been the student's major language of instruction for a total period of seven years or less over the period of their education^
- 2 A student is an Aboriginal or Torres Strait Islander person whose first language is not English
- 3 A student is deaf or hard of hearing and meets the eligibility requirements

### Unit 3: Semester 1

In Unit 3, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

EAL students are provided with a contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text (such as an interview, episode of a podcast, lecture or presentation). Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Students study one text selected from the annual VCAA VCE English and EAL Text List. This text must be of a different text type from that which is selected for study in Unit 4.

On completion of this unit the student should be able to listen to and discuss ideas, concerns

and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In this unit, students also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

## ASSESSMENT

1. Reading and exploring texts: Analytical response to a text in written form (40%)
2. Reading and exploring texts: Comprehension of an audio/audiovisual text focused on historical, cultural or social values in the set text (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
5. Crafting Texts: A commentary reflecting on writing processes (10%)

## Unit 4: Semester 2

In Unit 4, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and

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

Students study one text selected from the annual *VCE English and EAL Text List*. The text selected for study must be of a different text type from that which is selected for study in Unit 3.

On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In this unit, students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

## ASSESSMENT

1. Reading and exploring texts: An analytical response to a text in written form (40%)
2. Analysing Argument: An analytical response to argument in written form (40%)
3. Analysing Argument: A point of view oral presentation (20%)

## Literature

<https://vimeo.com/825688233>

Please note: choosing a specialist English subject may limit access to other subject choices



across the VCE.

## Literature Units 1/2

### Prerequisites

The study of a subject from the English group in Units 1 and 2 is compulsory. In Year 12, students must undertake Unit 3 English prior to undertaking Unit 4.

GGs offers Literature alongside the mainstream English subject, EAL and English Language. Refer to the overall English Pathways information in the Curriculum Guide to determine if Literature is a relevant subject choice for you. Students are expected to read widely, reflect deliberately and analyse deeply.

VCE Literature provides opportunities for students to develop their awareness of people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others to cultivate an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

### Unit 1: Semester 1

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

In this unit, students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these

groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

## ASSESSMENT

1. Reading practices: Close analysis (40%)
2. Exploration of literary movements and genres: Comparative response (30%)
3. Exploration of literary movements and genres: Creative response (30%)

## Unit 2: Semester 2

In Unit 2, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Students study an additional text, focusing on its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

## ASSESSMENT

1. Voices of Country: Close analysis (40%)

2. The text in its context: Viva voce (20%)
3. The text in its context: Close analysis (40%)

## Curriculum Guide – Literature Units 3/4

### Unit 3: Semester 1

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

Students also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

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. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

### ASSESSMENT

1. Adaptations and transformations: Close analysis (20%)
2. Adaptations and transformations: Comparative response (30%)
3. Developing interpretations: Part A: Initial response, and Part B Subsequent interpretation (50%)

### Unit 4: Semester 2

In Unit 4, students focus on the imaginative techniques used for creating and recreating a

literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored. Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

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

## ASSESSMENT

1. Creative responses to texts: Creative response (40%)
2. Creative responses to texts: Close analysis and reflection (20%)
3. Close analysis of texts: Close analysis (40%)

## English Language

Please note: choosing a specialist English subject may limit access to other subject choices across the VCE.

### English Language Units 1/2

#### Prerequisites:

The study of a subject from the English group in Units 1 and 2 is compulsory. In Year 12, students must undertake Unit 3 English prior to undertaking Unit 4.

GGs offers English Language for the first time in 2024. Refer to the overall English Pathways information in the Curriculum Guide to determine if English Language is a relevant subject choice for you. Students are expected to read widely, reflect deliberately and analyse deeply.

English Language is an interdisciplinary subject that explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades, education and language and communication related fields.

## **Unit 1: Semester 1**

Unit 1 is focused on Language and Communication. Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language. They should be able to identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

## **ASSESSMENT**

Assessment in Units 1/2 is a school-based decision. Students will be assessed in a variety of formats, including:

- a folio of annotated texts
- an essay
- an investigative report
- an analytical commentary
- short-answer questions.

At least one assessment in Unit 1 must be in an oral presentation format

## Unit 2: Semester 2

Unit 2 is focused on Language and Change. In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

### ASSESSMENT

Assessment in Units 1/2 is a school-based decision. Students will be assessed in a variety of formats, including:

- a folio of annotated texts
- an essay
- an investigative report
- an analytical commentary
- short-answer questions.

At least one assessment in Unit 2 must be in an oral presentation format

*Subject to review, English Language Units 3/4 will be offered in 2025*

In Units 3/4, the following weightings apply to school assessed coursework and examination components

- Unit 3 school-assessed coursework 25%
- Unit 4 school-assessed coursework 25%

- End-of-year examination 50%

# 04 Equine Studies (VET)

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The VCE VET Equine Studies program provides students with a broad range of skills and knowledge in the equine industry leading to roles such as stable-hands or stud hands, or further study in a range of equine or equine related qualifications.

This course is completed on weekends and in holiday periods, and is completed with an external provider.

Students undertaking this course are expected to be able to work without supervision. This course incurs an additional cost. Any interested students should contact the VCE Coordinator to discuss suitability.



# 05 Health and Physical Education

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## Health and Human Development

<https://vimeo.com/825675790>

### Prerequisites

Nil.

## Course Description

### Unit 1: Semester 1 - Understanding health and wellbeing

This unit explores the concepts of health and wellbeing, as subject to a variety of perspectives and definitions. Students will investigate the complex combination of all dimensions of health; which can be characterised as an equilibrium in which individuals feel happy, healthy, capable and engaged. Students will also consider wellbeing as an implicit element of health. They will identify personal perspectives and priorities relating to health and wellbeing. Students will also enquire into factors that influence health attitudes, beliefs and practices for a range of populations. They will look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

### Unit 2: Semester 2 - Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and

societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## **ASSESSMENT**

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

### **Unit 3: Semester 1 - Australia's health in a globalised world**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### **Unit 4: Semester 2 - Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

## **ASSESSMENT**

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

## **Physical Education**

<https://vimeo.com/825716430>

### **Prerequisites**

Nil.

## **Course Description**

### **Unit 1: Semester 1 - The human body in motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

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

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

## ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

### Unit 3: Semester 1 - Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### **Unit 4: Semester 2 - Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

#### **ASSESSMENT**

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

## VCE/VET Certificate III in Sport and Recreation

The VET/VCE Sport and Recreation Certificate III course offers students a comprehensive foundation in the exciting field of sports and recreation. This course equips students with the knowledge and practical skills needed to pursue a range of rewarding career pathways in the sports industry. Through a combination of theoretical learning and hands-on training, students gain a deep understanding of sports and recreation principles, event management, fitness training, and customer service.

Upon completion of the VET/VCE Sport and Recreation Certificate III course, students have various pathways available to them. Graduates can explore employment opportunities in sports clubs, fitness centres, leisure centres, and community organisations. They can pursue careers as sports coaches, fitness instructors, event coordinators, or recreation officers. The skills acquired during the course also provide a solid foundation for further education, with possibilities including higher-level qualifications in sports management, exercise science, or physical education.

This course not only focuses on developing technical skills but also emphasises teamwork, communication, and leadership abilities, which are highly valued in the sports industry. Students engage in practical experiences, industry placements, and real-world projects, enabling them to apply their knowledge in a professional setting. Additionally, the course encourages students to develop a passion for leading an active and healthy lifestyle while fostering an understanding of the benefits of sports and recreation in the community.

By undertaking the VET/VCE Sport and Recreation Certificate III course, students can unlock a range of exciting opportunities in the dynamic and growing field of sports and recreation. Whether pursuing immediate employment or further education, this course provides a strong foundation for a successful and fulfilling career in the sports industry.

# 06 Humanities

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## Accounting

<https://vimeo.com/825319017>

### Prerequisites

Nil.

## Course Description

### Unit I: Semester I - Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

There are two areas of study:

1. On completion of this unit the student should be able to describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business.
2. On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

### ASSESSMENT

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1. Coursework (50%)
2. Examination (50%)

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

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

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

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

There are three Areas of Study:

1. On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
2. On completion of this unit the student should be able to record and report for accounts receivable and accounts payable and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
3. On completion of this unit the student should be able to record and report for non-current assets and depreciation.

### **ASSESSMENT**

1. Coursework (50%)
2. Examination (50%)

## **Unit 3: Semester 1 - Financial accounting for a trading business**

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



and the perpetual method of inventory recording.

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

There are two Areas of Study:

1. On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process.
2. On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

#### **Unit 4: Semester 2 - Recording, reporting, budgeting and decision-making**

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

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

There are two Areas of Study:

1. On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
2. On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

## ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

## Australian and Global Politics

<https://vimeo.com/825674291>

VCE Australian and Global Politics is a dynamic and exciting subject in which students consider contemporary power at both national and global levels. Students explore, explain, analyse, and evaluate key national and global issues and events to form a critical understanding of the world in which they live. As a result, students will also develop their skills of critical thinking, analysis, synthesis, and argument. The course provides knowledge and skills that prepare students for formal study at the tertiary level and leads to opportunities in a range of careers, including academia, management, government, journalism, and law. In addition, students will become informed citizens, voters and participants in their local, national and international communities.

There are no pre-requisites for entry to Units 1, 2 and 3. Year 11 students who decide to study Global Politics Units 1 and 2 will have an excellent opportunity to build foundational political knowledge and skills to help them excel in Global Politics Units 3 and 4 in Year 12. Some Year 11 students may choose to study the Unit 3 and 4 course if they meet the academic requirements.

### Prerequisites

Nil.

## Course Description

### Unit 1: Semester 1 - Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system. Students will investigate case studies of political parties, interest groups and media issues to analyse the importance of these forms of participation in the Australian political system. They will also explore the ways social media and the 24-hour news cycle influence political debate.

## **ASSESSMENT:**

1. Coursework (60%)
2. Examination (40%)

### **Unit 2: Semester 2 - Global connections**

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. These links include a study of the roles of NGOs, global corporations and social media. Students will also evaluate Australia's participation in the global community. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict.

## **ASSESSMENT:**

1. Coursework (60%)
2. Examination (40%)

### **Unit 3: Semester 1 - Global actors**

Students investigate the key global actors in twenty-first century global politics, including states, intergovernmental organisations, non-state actors and transnational cooperations. They use contemporary evidence to analyse the key global actors and their aims, roles and power. This helps them to develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state. Students will also analyse and evaluate the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

### **Unit 4: Semester 2 - Global challenges**

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by international law. Students will evaluate the effectiveness of responses to two ethical issues that are selected from the following: human rights, people movement, development (e.g. global poverty) and arms control. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and

challenges to solving them. Two global crises are selected from the following: climate change, armed conflict, terrorism, and economic instability.

## **ASSESSMENT**

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination – (50%)

## **Business Management**

<https://vimeo.com/825328381>

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

### **Prerequisites**

Nil.

## **Course Description**

### **Business Management Units 1/2**

#### **Unit 1: Semester 1 - Planning a Business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

## **ASSESSMENT**

1. Coursework (50%)
2. Examination (50%)

## **Unit 2: Semester 2 - Establishing a Business**

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

### **ASSESSMENT**

1. Coursework (50%)
2. Examination (50%)

## **Business Management Units 3/4**

### **Unit 3: Semester 1 - Managing a Business**

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

### **Unit 4: Semester 2 - Transforming a business**

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

years, students evaluate business practice against theory.

## ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

## Economics

<https://vimeo.com/825332316>

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

### Prerequisites

Nil.

### Course Description

## Economics Units 1/2

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

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

Students use demand and supply models to explain changes in prices and quantities traded.

Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

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

## **ASSESSMENT**

1. Coursework (50%)
2. Examination (50%)

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

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

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

## **ASSESSMENT**

1. Coursework (50%)
2. Examination (50%)

## **Economics Units 3/4**

## **Unit 3: Sem 1- Australia's living standards**

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

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

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

## **Unit 4: Sem 2 - Managing the economy**

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

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



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

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

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

## ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

## Geography

<https://vimeo.com/825667400>

### Prerequisites

Nil.

## Course Description

### Unit 1: Semester 1 - Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and or the environment, whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and

impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Types of hazards are commonly classified by their causes:

- geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches.
- hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires.
- biological hazards include infectious diseases such as HIV/AIDS and malaria, animal-transmitted diseases, water-borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia.
- technological hazards are human-induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides. Students undertake fieldwork in this unit.

## ASSESSMENT

1. Analysis Task (25%)
2. Fieldwork (25%)
3. Classwork (10%)
4. Examination (40%)

## Unit 2: Semester 2 - Tourism

In this unit, students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change, and its impacts on people, places and environments.

They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one

consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s, and its predicted growth, continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork in this unit.

## ASSESSMENT

1. Analysis Task (25%)
2. Fieldwork (25%)
3. Classwork (10%)
4. Examination (40%)

## Unit 3: Semester 1 - Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report.

#### **Unit 4: Semester 2 - Human population – trends and issues**

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

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change by growth and decline in fertility and mortality, and by people moving to different places.

The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add

further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

## ASSESSMENT

### UNIT 3

1. Structured questions and Fieldwork report - Unit 3 (50%)
2. Analysis of geographic data - Unit 3 (50%)

### UNIT 4

3. Analysis of geographic data - Unit 4 (40%)
4. Structured questions - Unit 4 (60%)

## History - Overview

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions that have shaped the past and present. The study of history assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining a range of people, groups, events, ideas, and movements. The potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras, events and people.

At GGS, we offer Unit 1 and 2 Modern History, Units 3 and 4 in History – Revolutions and Units 1-4 in Ancient History.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome, and China) across three millennia. Modern History examines the causes and consequences of conflict and change in the modern era. Revolutions explores the causes and consequences of significant social upheaval (in France and Russia) in the modern period.

## Ancient History

### Prerequisites

Nil.

# Course Description

## Unit 1: Semester 1 - Ancient Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations.

### ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)

## Unit 2: Semester 2 - Ancient Egypt or Early China (at teacher's discretion)

### Ancient Egypt:

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. Kingdoms rose, flourished and fell around the banks of the River Nile – the lifeblood of urban settlements in Upper and Lower Egypt. In this unit students investigate features of the Old Kingdom Egypt and the representation of power, authority, beliefs, values and attitudes in Middle Kingdom Egypt and the Second Intermediate Period.

OR

### Early China:

Early China begins with the pre-imperial period (up to 221 BCE) which is known as Ancient China and concludes with the end of the Han Empire in 220 CE. Students initially investigate the development of civilisation in early China and use a range of primary sources to investigate the origins and features of early civilisations. Students will subsequently consider the rise, expansion and fall of the Qin and Han dynasties, and how these dynasties presented their power and authority.

### ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)

## Unit 3: Ancient Greece

Students will learn about what it was like to live in Ancient Greece during the Archaic Period (800-454 BCE), looking at the complex interplay of social, political and economic factors. They will learn how the political features of Ancient Greece changed and developed over time, influenced by the Athenian and Spartan constitutions. Additionally, they will see how Trade, War and the sharing of ideas between societies influenced how people lived. They will examine the causes and consequences of the conflict between Greece and Persia, the Persian invasions and Spartan expansion. This will then take students into an in depth study of the Peloponnesian War (460-404 BCE), examining the causes and consequences of the war, how the power of Athens shifted significantly during the war and the role of significant individuals Pericles, Nicias, Alcibiades and Lysander in influencing the conflict.

## Unit 4: Ancient Rome

Students will learn about the development of Rome, investigating the social, political and economic features of Rome. They will discover the political features and changes of Rome, from the rule of Kings to the Revolution of 509 BCE and the development of Rome from village to city, which had a profound impact on social and political change. They will also examine the causes and consequences of the conflict between Rome and Carthage which leave to the First (264-241 BCE), Second (218-202 BCE) and Third (149-146 BCE) Punic Wars. These foundations will lead the students into an investigation of the interests and actions of individuals which led to the demise of the Roman Republic. Students will examine what caused this demise, the role of Tiberius and Gaius Gracchus and the dictatorship and assassination of Julius Caesar.

## ASSESSMENT

1. Coursework Unit 3 (25%)
2. Coursework Unit 4 (25%)
3. Exam (50%)

Across Units 3 and 4, students will complete four pieces of coursework: a historical inquiry, evaluation of historical sources, extended responses, and an essay.

## History (Modern)

<https://vimeo.com/825693485>

## Prerequisites

Nil.

## Course Description

### Unit 1: Semester 1 - Change and Conflict

Modern History provides students with an opportunity to explore the later part of the 19th century and the first half of the 20th century in a global context. Students will initially focus on the topic of ideology and conflict and will examine events, ideologies, individuals, and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One. They will investigate the impact of World War One on nations and how, despite the post-war peace treaties and the establishment of the League of Nations, the world became increasingly hostile and unstable, and a second global conflict began. Students will also consider the significant social, political, economic, cultural, and technological change in the 1920s and 1930s. Through a consideration of change in nations such as the USA, Germany or the USSR, students will examine the patterns of social and cultural change in everyday life and analyse the conditions which influenced these changes.

#### ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)

### Unit 2: Semester 2 - The changing world order

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to social, political, and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students will investigate the causes and consequences of the Cold War; the competing ideologies that underpinned events, the course of the war including proxy wars and conflicts, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. In addition, there will also be a study of key political and/or social movements that challenged the traditional ideas, values, and political systems of the time. This will include a focus on the anti-apartheid campaign in South Africa, with a consideration of the causes, methods, and achievements of the movement.

#### ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)



# History (Revolutions)

<https://vimeo.com/825679044>

## Prerequisites

Nil.

## Course Description

### Units 3 and 4: Semester 1 and 2 - Revolutions

Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Students will investigate the significant historical causes and consequences of two political revolutions: the French Revolution of 1789 and the Russian Revolution of October 1917.

In both units, students will develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They will learn to ask historical questions and construct arguments using primary sources and historical interpretations as evidence. Students will analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments and use historical interpretations to evaluate the causes and consequences of revolution.

## ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

Across Units 3 and 4, students will complete four pieces of coursework: a historical inquiry, evaluation of historical sources, extended responses, and an essay.

## Legal Studies

<https://vimeo.com/825688203>

## Prerequisites

Nil.

## Course Description

## Legal Studies Units 1/2

### Unit 1: Semester 1 - The presumption of innocence

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

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

#### ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

### Unit 2: Semester 2 - Wrongs and rights

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

#### ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

## Legal Studies Units 3/4

### Unit 3: Semester 1 - Rights and justice

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

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Unit 4: Semester 2 - The people, the law and reform

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

### ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

# 07 Languages

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## French

<https://vimeo.com/825662135>

### Prerequisites

French Units 1 & 2 must be completed before Units 3 & 4.

## Course Description

### Unit 1: Semester 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts and respond in written form; and present information that demonstrates understanding of cultural products and practices.

The content areas are based on the themes of The Individual, The French-Speaking Communities and The World Around Us. Topics include introductions, personal information, family relationships, daily routine and global youth issues.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

### ASSESSMENT

1. Coursework (50%)
3. Examination (50%)

### Unit 2: Semester 2

Students continue to extend their knowledge and skills under the prescribed themes of The Individual, The French Speaking Communities and The World Around Us.

Students are required to participate in spoken or written exchanges related to the content areas; respond in written form to spoken and written texts; analyse and use information from written, spoken or visual texts to produce an extended written response in French; and give an oral presentation in French on a cultural aspect of the topics studied.

Content areas include future plans, French music and cinema, the environment, pollution and conservation and holidays and travel.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

## ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

### Unit 3: Semester 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to participate in a spoken exchange in French to resolve a personal issue, interpret information from texts and write responses in French and express ideas in a personal, informative or imaginative piece of writing in French.

The content areas are based on the themes of The Individual, The French-Speaking Communities and The World Around us and include family structure, the world of work, freedom of the press and immigration.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

## Unit 4: Semester 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to share information, ideas and opinions in a spoken exchange in French; analyse information from written, spoken and viewed texts for use in a written response in French; and present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

Content areas include France in the past and now and French culture.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

### ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Written Examination (37.5%)
4. Oral Examination (12.5%)

## Japanese Second Language

<https://vimeo.com/825681117>

This subject is for students of non-Japanese speaking background, or those who have completed no more than seven years of first language study prior to Year 11. According to current VCAA rules, some Japanese Nationals may be eligible for this course.

### Prerequisites

Japanese Second Language Units 1 & 2 must be completed before Units 3 & 4.

### Course Description

## **Unit 1: Semester 1**

Students continue to extend their knowledge and skills under the prescribed themes of: The Individual, The Japanese Speaking Communities and The World Around Us.

Unit 1 involves the study of topics such as: self-introductions, education systems and school activities, sports and club activities.

The student is expected to converse in Japanese on a range of different topics, be familiar with different styles of writing, be able to extract relevant details from a range of spoken or written texts and respond in writing; and extend their knowledge of the Kanji characters. Students undertake a range of coursework assessment tasks throughout the unit.

Weekly individual sessions with our native language assistant are provided for each student which helps the students to develop their oral skills.

### **ASSESSMENT**

1. Coursework (50%)
2. Examination (50%)

## **Unit 2: Semester 2**

Students continue to extend their knowledge and skills under the prescribed themes of The Individual, The Japanese Speaking Communities and The World Around Us.

Unit 2 involves the study of topics such as: leisure and fitness, health and sickness, and social and environmental issues such as bullying, protecting the environment.

Students are required to participate in spoken or written exchanges related to the content areas; respond in written form to spoken and written texts; analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese; and give an oral presentation in Japanese on a cultural aspect of the topics studied. More Kanji are introduced, and students are expected to consolidate their knowledge of these.

Students undertake a range of coursework assessment tasks throughout the unit.

Weekly individual sessions with the native language assistant are provided for each student

which helps the students to develop their oral skills.

## ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

### Unit 3: Semester 1

Students continue to extend their knowledge and skills under the prescribed themes of The Individual, The Japanese Speaking Communities and The World Around Us.

Unit 3 involves the study of ideals, lifestyles and gender roles, the environment and technology.

Students are required to participate in a spoken exchange in Japanese to resolve a personal issue, interpret information from texts and write responses in Japanese and express ideas in a personal, informative or imaginative piece of writing in Japanese. Students will consolidate their knowledge of Kanji.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

### Unit 4: Semester 2

Unit 4 involves the study future plans and Japanese housing.

Students are required to share information, ideas and opinions in a spoken exchange in Japanese; analyse information from written, spoken and viewed texts for use in a written response in Japanese; and present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese. Students will continue to consolidate their knowledge of Kanji.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

## ASSESSMENT



1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Written Examination (37.5%)
4. Oral Examination (12.5%)

# 08 Mathematics

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## Foundation Mathematics

<https://vimeo.com/825334576>

**Prerequisites:** Year 10 Standard Level Maths

## Course Description

### Foundation Mathematics Units 1/2

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.

### Unit 1: Semester 1

Unit 1 involves the study of algebra, number and structure, including fractions, decimals, percentages, rates and approximations; data analysis, probability and statistics, including collection and representation of data, construction of charts, tables and graphs, and interpretation of data; financial and consumer mathematics, including, personal financial services and information, income calculations and taxation; space and measurement, including standard metric units, reading and interpretation of scales, estimation and approximation strategies, and time and duration conventions, schedules and timetables.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or

problem-solving techniques or approaches.

## **ASSESSMENT**

1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

## **Unit 2: Semester 2**

Unit 2 involves the study of algebra, number and structure, including construction, use and interpretation of formulas, manipulation of symbolic expressions, and estimation, approximation and reasonableness of calculations and results; data analysis, probability and statistics, including measure of central tendency and simple measure of spread, and interpretation, summary and comparison of related data sets; financial and consumer mathematics, including products and services, managing money and financial and economic data trends over time; space and measurement, including simple and composite shapes, two-dimensional plans, location, maps, routes and itineraries.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

## **ASSESSMENT**

1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

## **Foundation Mathematics Units 3/4**

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community, and global settings relevant to contemporary society.

There are 4 areas of study to be completed over the two units, two areas of study per unit. The areas of study are Algebra, number and structure, including estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts; data analysis, probability and statistics, including collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications; discrete mathematics including, the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters; and space and measurement, including the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

On completion of these units students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Unit 3 School-assessed Coursework: 40% (two mathematical investigations)
2. Unit 4 School-assessed Coursework: 20% (a mathematical investigation)
3. Units 3 and 4 Examination: 40%

## General Mathematics

<https://vimeo.com/825664686>

### Prerequisites

## Units 1 & 2 – Year 10 Standard Level Maths

Units 3 & 4 – Unit 1 & 2 General Mathematics or for accelerating students, Year 10 Algebra at least a B average.

## Course Description

### General Mathematics Units 1/2

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.

### Unit 1: Semester 1

Unit 1 involves the study of investigating and comparing data distributions, including types of data, displaying data, summarising data, five number summary and calculation of outliers, back-to-back stem plots and parallel box plots; arithmetic and geometric sequences, first order linear recurrence relations and financial mathematics, including percentage increase and decrease, inflation and comparison of purchase options; linear functions, graphs, equations and models, including interpreting and graphing linear functions, solving simultaneous equations and piecewise functions; matrices, including use of matrices to store and display information, matrices arithmetic, inverse matrices and transition matrices.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 30%
3. Examination 2: 30%

## Unit 2: Semester 2

Unit 2 involves the study of investigating relationships between two numerical variables, including response and explanatory variables, scatterplots, informal interpretation of association and strength, fitting a line of best fit and interpretation of the line of best fit; graphs and networks, including notations, conventions, and representations of graphs, planar, connected and weighted graphs, and trees and minimum spanning trees; variation, including numerical, graphical and algebraic approaches, transformation of data to linearity, and modelling of non-linear data; space, measurement and applications of trigonometry, including units of measure, exact and approximate answers, similar shapes and objects, perimeter, area, volume and surface area, trigonometric ratios and Pythagoras' Theorem, and the sine and cosine rules.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### ASSESSMENT

1. Coursework: 40% (inclusive of a Mathematical Investigation)
2. Examination 1: 30%
3. Examination 2: 30%

## General Mathematics - Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

### Unit 3: Semester 1

Unit 3 involves the study of data analysis, including data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series,

seasonality, smoothing and prediction; and recursion and financial modelling, including the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## **Unit 4: Semester 2**

Unit 4 involves the study of matrices, including the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems; and networks and decision mathematics, including the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## **ASSESSMENT**

1. Unit 3 School-assessed Coursework: 24% (an application task and a problem-solving task)
2. Unit 4 School-assessed Coursework: 16% (two problem-solving tasks)
3. Units 3 and 4 Examination 1: 30%

## Mathematical Methods (CAS)

<https://vimeo.com/825688292>

### Prerequisites

Units 1 & 2 – Year 10 Algebra at least a C+ average

Units 3 & 4 – Maths Methods (CAS) (Units 1 & 2)

### Course Description

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.

#### Unit 1: Semester 1

Unit 1 involves the study of functions, relations and graphs, including the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry; algebra, number and structure, including the algebra of polynomial functions of low degree and transformations of the plane; calculus, including constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change; data analysis, probability and statistics, including the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical



ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## **ASSESSMENT**

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

## **Unit 2: Semester 2**

Unit 2 involves the study of functions, relations and graphs, including graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry; algebra, number and structure, including the algebra of some simple transcendental functions and transformations of the plane; calculus, including differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs; data analysis, probability and statistics, including the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## **ASSESSMENT**

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

## **Mathematical Methods (CAS) - Units 3 and 4**

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

### **Unit 3: Semester 1**

Unit 3 follows directly on from Mathematical Methods (CAS) Units 1 and 2 and assumes knowledge normally acquired in Unit 2. It involves the study of functions, relations and graphs; algebra, number and structure; Calculus, including applications of derivatives and differentiation, and identifying and analysing key features of functions and their graphs; and data analysis, probability and statistics, including the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### **Unit 4: Semester 2**

Unit 4 involves the study of calculus, including the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Unit 3 School-assessed Coursework: 20% (an application task)
2. Unit 4 School-assessed Coursework: 20% (two modelling or problem-solving tasks)
2. Unit 3 and 4 Examination 1: 20% (technology free)
3. Unit 3 and 4 Examination 2: 40%

## Specialist Mathematics

<https://vimeo.com/825754922>

### Prerequisites

**Units 1 & 2** - Year 10 Higher Level Maths, must also be enrolled in Maths Methods Unit 1 & 2 or Units 3 & 4.

**Units 3 & 4** - Specialist Maths Units 1 & 2 and must also be enrolled in Maths Methods Units 3 & 4 or have already completed Maths Methods Units 3 & 4.

## Course Description

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.

### Unit 1: Semester 1

Unit 1 involves the study of: algebra, number and structure, including the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems; discrete mathematics, including the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical

ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

## Unit 2: Semester 2

Unit 2 involves the study of: data analysis, probability and statistics including the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means; space and measurement, including trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications; algebra, number and structure, including the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field; functions, relations and graphs, including an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

## Specialist Mathematics - Units 3 and 4

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4.

### **Unit 3: Semester 1**

This unit involves the study of discrete mathematics; including logic; functions, relations and graphs, including, rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry; algebra, number and structure, including the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra; space and measurement, including arithmetic and algebra of vectors; linear dependence and independence of a set of vectors and proof of geometric results using vectors; and calculus, including the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching and evaluation of arc length, area and volume.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### **Unit 4: Semester 2**

This unit involves the study of discrete mathematics; including, proof techniques including mathematical induction; space and measurement, including vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes; calculus, including differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science; and data analysis,

probability and statistics, including the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Unit 3 School-assessed Coursework: 20% (an application task)
2. Unit 4 School-assessed Coursework: 20% (two modelling or problem-solving tasks)
3. Unit 3 and 4 Examination 1: 20% (technology free)
4. Unit 3 and 4 Examination 2: 40%

# 09 Science

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## Biology

<https://vimeo.com/825326242>

### Prerequisites

Students DO NOT need to study Units 1 and 2 before completing Units 3 and 4.

## Course Description

### Unit 1

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

In this area of study students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

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

In this area of study students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.

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

Survival of organisms requires control and regulation of factors within an organism and often outside an organism. Different types of cells and adaptations enhance an organism's survival in a particular environment, while homeostatic mechanisms maintain the internal environment.

In this area of study students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

## **Unit 2**

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

In this area of study students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses.

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

In this area of study students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

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

In this area of study students explore a contemporary bioethical issue relating to the



application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

## **Unit 3**

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

In this area of study students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

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

In this area of study students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

## **Unit 4**

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

In this area of study students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they illicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases.

Students consider that in a globally connected world there are biological challenges that can be mediated by identification of pathogens, the prevention of spread and the development of treatments for diseases.

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

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the

accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required elements for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

### **Area of Study 3: How is scientific inquiry used to investigate cellular processes and/or biological change?**

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment is comprised of coursework (class tests and practical work), practical investigation and examination.

## **Chemistry**

<https://vimeo.com/825330671>

### **Prerequisites**

Chemistry Units 1 & 2 must be completed before Units 3 & 4.

## **Course Description**

### **Unit 1**

#### **Semester 1 - How can the diversity of materials be explained?**

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

Students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and

use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

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

Students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved. They may construct models to visualise the similarities and differences between families of organic compounds.

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

Students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2, including consideration of sustainability concepts (green chemistry principles, sustainable development and the transition towards a circular economy).

## **Unit 2**

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

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

Students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society.

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

Students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute

will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

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

Students adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data. They develop a research question related to the production of gases, acid-base or redox reactions or the analysis of substances in water, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

## **Unit 3**

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

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

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

Students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising negative impacts on the environment. Students develop practical techniques to investigate how energy from fuels can be obtained and measured, and to determine the efficiency of different fuels and electrochemical cells as sources of energy. Students develop their skills in the use of scientific equipment and apparatus.

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

Students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively through the application of Le Chatelier's principle and quantified using equilibrium expressions, reaction quotients and Faraday's Laws. Students explore the sustainability of different options for producing useful materials for society. Students investigate reaction rates including the measurement of mass, gas volumes and time. They use an equilibrium system, such as iron(III) thiocyanate, to predict and test the effect of different changes to the system. They investigate the effect of catalysts on reaction rates, such as comparing the rate of decomposition of hydrogen peroxide using organic and inorganic catalysts. Students explore the application of electrolysis in the manufacture of useful products through experiments such as electroplating and anodising. They model and explain the operation of secondary cells: for example, those in portable devices such as laptops or cell phones.

## Unit 4

### How are carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

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

Students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.

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

Students focus on laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation to separate mixtures, use volumetric analysis to calculate redox quantities, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.

Students may perform qualitative tests to identify features of organic compounds, such as the degree of saturation in fats and oils and the identification of functional groups in an unknown compound. Students may perform quantitative analyses including redox titrations to determine concentrations and quantities of substances, such as the amount of Vitamin C in fruits. They design and improve on experiments such as the testing of the viscosity of alcohols.

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

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both

Units 3 and 4. The investigation involves the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and should be inspired by a contemporary chemical challenge or issue. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

## **Environmental Science**

### **Prerequisites:**

There are no prerequisites for this course.

### **Course Description:**

### **Environmental Science Units 1/2**

Environmental Science is an exciting and relevant subject that explores the complex interactions between humans and the natural world. Through Units 1 and 2, students will develop an understanding of key environmental concepts, including ecosystems, biodiversity, and sustainability, and investigate the impacts of human activities on the environment.

In Unit 1, students will explore the biotic and abiotic components of ecosystems, including

energy flow and nutrient cycles, and investigate the importance of biodiversity and the role of conservation in maintaining ecosystem health. They will also examine the impact of human activities, such as land use change and pollution, on ecosystems.

In Unit 2, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 1 and 2, students will engage in a range of activities, including fieldwork, data analysis, and research, to develop their scientific skills and deepen their understanding of environmental issues. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

## **Environmental Science Units 3/4**

Through Units 3 and 4, students will deepen their understanding of key environmental concepts and investigate the impacts of human activities on the environment, with a focus on sustainability.

In Unit 3, students will explore the impact of climate change on the environment, including the causes and consequences of global warming, strategies for mitigating its effects, and its impact on biodiversity. They will also investigate the role of human activities, such as agriculture and transportation, in contributing to climate change.

In Unit 4, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence

environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 3 and 4, students will engage in a range of activities, including data analysis, research, and fieldwork, to deepen their understanding of environmental issues and develop their scientific skills. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

## ASSESSMENT

Assessment is comprised of coursework (class tests and practical work), practical investigation and examination.

## Physics

<https://vimeo.com/825718158>

### Prerequisites

Physics Units 1 & 2 must be completed before Units 3 & 4.

## Course Description

The study of Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (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.

Each of the 4 units across Year 11 and 12 are structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline.



## **Unit 1: How is energy useful to society?**

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

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

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

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

## **Unit 4: How have creative ideas and investigation revolutionised thinking in physics?**

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion

approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

## Psychology

<https://vimeo.com/825748733>

### Prerequisites

Psychology Units 1 & 2 are strongly recommended before Units 3 & 4.

### Overview:

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

VCE Psychology applies a biopsychosocial approach to the study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered to develop an understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

## Course Description

### Psychology Units 1/2

**Semester 1 – How are behaviour and mental processes shaped – through the lens of Criminal Psychology?**

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western

societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

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

This semester culminates in students considering the question are criminals born or made?

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

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning

A student-adapted or student-designed scientific investigation is undertaken in Semester 2. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from across the course.

## **Psychology Units 3/4**

### **Unit 3: Semester 1 – How does experience affect behaviour and mental processes?**

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the

world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

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

#### **Unit 4: Semester 2 - How is wellbeing developed and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

#### **Scientific Investigation**

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format

#### **ASSESSMENT**

Assessment is comprised of coursework and examination.

# 10 Technology

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## Agricultural and Horticultural Studies

<https://vimeo.com/825321068>

### Prerequisites

Nil.

### Course Description

Agricultural and Horticultural Studies is designed to give greater understanding of the operations and practices of agricultural and horticultural systems. The focus is on human interaction with the earth and its organisms. The goal of this interaction is to develop an economically and ecologically sustainable system.

Throughout the study, students apply their acquired knowledge in managing an agricultural or horticultural enterprise.

### Unit 1: Semester 1 - Agricultural and Horticultural operations

In this unit students study local agricultural and horticultural operations and the factors that influence these enterprises. Students explore elements that constitute agricultural and horticultural systems; basic animal and plant biology, including identification, classification, structure and growth. They examine the environmental, economic, social and historical factors that influence the development of local agricultural and horticultural systems.

On completion of this unit students should be able to: describe and explain the make-up of agricultural and horticultural systems; identify the range of factors that influence the maintenance and distribution of these systems in this region of Victoria. They will then apply and justify the use of production skills involved in establishing a small agricultural/horticultural enterprise.

### ASSESSMENT

1. Coursework (70%)

2. Examination (30%)

## **Unit 2: Semester 2 - Production**

This unit focuses on the analysis of production systems in terms of physical, biological, social and economic factors, sustainability and time. Students examine nutrition, reproduction and genetics in plants and animals. They consider the role of agribusiness and horticultural business in adding value to produce. This unit involves investigating the factors that influence the process of production.

On completion of this unit students should be able to: explain the nutritive and reproductive processes of plants and animals within an agricultural and horticultural production system; discuss the role of these systems in adding value to agricultural and horticultural produce. They will then evaluate and report on the management of a small agricultural enterprise their group established in Unit.

### **ASSESSMENT**

1. Coursework (70%)

2. Examination (30%)

## **Unit 3: Semester 1 - Technology**

Technology in this study refers to the equipment and processes that can be used to maintain and enhance the efficiency and effectiveness of agricultural and horticultural systems. To achieve sustainable agricultural and horticultural systems, operators need to be aware of technology and its role in planning. This unit focuses on the impact of technology on agricultural/horticultural systems, including new methods of obtaining and processing information to improve efficiency in record-keeping and decision-making; production; marketing; and long-term planning. The development of new and improved technology associated with sustainable production, management and marketing will be investigated, and the impact of this production on the environment will be assessed.

## **Unit 4: Semester 2 - Management**

This unit focuses on the management of agricultural/horticultural systems within the context of ecological sustainability.

On completion of this unit students should be able to: compare a natural ecosystem with a

managed ecosystem; apply appropriate production skills to the enterprise; evaluate the outcomes of a business plan; analyse financial performance. Students report on the conduct of an enterprise including factors influencing its productivity and sustainability and students give recommendations for improvement.

## ASSESSMENT

1. Coursework - Unit 3 (33%)
2. Coursework – Unit 4 (33%)
3. Examination (34%)

# Product Design and Technology

## Prerequisites

Nil.

## Course Description

In VCE Product Design and Technologies, students take on the role of a designer-maker. They work to research, generate, design and produce innovative products across a range of design specialisations. These include, but are not limited to:

- Resistant materials (wood, metal, plastics)
- Textiles (fibres, yarns and fabrics)

Students develop solutions to design problems using the Double Diamond design approach, incorporating collaborative practice, critical and creative thinking, and an understanding of ethical and sustainable design principles. They create both graphical and physical product concepts and prototype, produce and evaluate their work through a structured process.

## Unit 1: Design Practices

This unit explores the work of designers and the processes they use to conduct research, generate ideas and communicate design proposals. Students develop and propose graphical product concepts and prototype their ideas using both manual and digital technologies. Collaboration and teamwork are emphasised as students develop safe skills in materials, tools and processes.

Outcome 1: Students apply design thinking strategies and work collaboratively to research and propose graphical product concepts.

Outcome 2: Students trial, test, and use materials, tools and processes to produce a product and reflect on the design process.

#### **ASSESSMENT:**

1. Design Folio / Record of Evidence (30%)
2. Production Task (30%)
3. Coursework Tasks (20%)
4. Examination (20%)

#### **Unit 2: Positive Impacts for End Users**

This unit focuses on designing inclusive products that address needs related to belonging, access, usability, and equity. Students conduct research, profile end users, and explore cultural influences including Aboriginal and Torres Strait Islander perspectives. They develop a product in response to the needs or opportunities of an identified end user.

Outcome 1: Students investigate and critique products based on how well they support positive impacts for end users.

Outcome 2: Students design and make an inclusive product addressing the needs of an identified end user.

Outcome 3: Students research and discuss how culture influences product design.

#### **ASSESSMENT:**

1. Design Folio / Record of Evidence (30%)
2. Production Task (30%)
3. Coursework Tasks (20%)
4. Examination (20%)

#### **Unit 3: Ethical Product Design and Development**

This unit focuses on the analysis and development of a product concept that addresses an ethical design consideration. Students research industry practices, sustainability frameworks and market needs, and apply the Double Diamond design process to generate and justify a



final proof of concept. The unit includes prototyping, planning for production and applying ethical and sustainable design thinking.

Outcome 1: Students critique ethical product design and innovation within industrial settings.

Outcome 2: Students formulate a design brief, conduct research and propose graphical product concepts.

Outcome 3: Students justify a final proof of concept and plan to make their product safely.

#### **ASSESSMENT:**

1. Coursework – Unit 3 (10%)
2. School Assessed Task (50%)

#### **Unit 4: Production and Evaluation of Ethical Designs**

In this unit, students implement their scheduled production plan to safely produce the product designed in Unit 3. They monitor and document progress, reflect on decisions made, and evaluate their product based on feedback and success criteria. Students engage with speculative design thinking to explore how innovation and emerging technologies impact future product design.

Outcome 1: Students safely implement a production plan to make a product.

Outcome 2: Students evaluate products and explore innovation, sustainability and entrepreneurial thinking.

#### **ASSESSMENT:**

1. Coursework – Unit 4 (10%)
2. School Assessed Task (continued from Unit 3) (50%)
3. Examination (30%)

## **VCE/VET Furnishing Certificate II in Furniture**

#### **Prerequisite:**

Year 11: Nil

Year 12: students must have completed Units 1 & 2 – [VCE Product Design and Technology](#)

## Overview:

This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in a range of furnishing industries. It includes units such as developing a career plan for the furnishing industry, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.

Certificate II in Furniture Making Pathways, including:

- five core units of competency
- seven elective units of competency
- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices at work
- Make simple timber joints
- Join furnishing materials
- Apply domestic surface coatings
- Prepare surfaces
- Organise and communicate information
- Improve practical manufacturing skills.

What skills will you develop?

- Practical woodworking skills
- Material preparation
- Joinery
- Sustainable practices
- How to plan projects
- How to work safely and accurately

Possible future pathways:

- Furniture maker
- Cabinet maker
- Kitchen installer
- Bathroom installer
- Flooring installer
- Furniture finisher

# 11 Contact

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