



# VCE (11-12)

## Curriculum Guide



**Caulfield**  
grammar school

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# 01 Learning in VCE (11-12)

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## Rigorous and Diverse Learning

The senior years at Caulfield Grammar School are designed to challenge and support students as they pursue ambitious academic, creative and personal pathways. Through a broad and rigorous curriculum, students are encouraged to develop increasing independence, resilience and ownership of their learning as they prepare for further study, training and future pathways beyond school.

Students select from a wide range of subjects across multiple disciplines, enabling personalised pathways aligned to their interests, strengths and aspirations. The VCE program is designed to challenge students academically while supporting them to achieve their personal best and develop the knowledge, skills and habits needed for future success.

VCE studies are structured into Units 1, 2, 3 and 4, with each unit representing one semester of study. Units 1 and 2 may be studied independently, while Units 3 and 4 must be completed as a sequence, reflecting the increasing academic depth and expectations of senior studies.

Most students complete 22 units across Years 11 and 12, typically undertaking 12 units in Year 11 and 10 units in Year 12. Students who demonstrate strong academic readiness may also be considered for accelerated studies, with opportunities to commence selected VCE subjects in Year 10.

Learning in VCE extends beyond the classroom through leadership, service, co-curricular programs, sport, music, performance and community engagement. Together, these experiences contribute to the development of confident, capable and well-rounded young people.

## VCE Course Requirements

### VCAA Rules for VCE Subject Selection

The Victorian Curriculum and Assessment Authority (VCAA) sets the requirements for satisfactory completion of the Victorian Certificate of Education (VCE).

Most students undertake at least 22 units across Years 11 and 12. To be awarded the VCE, students must satisfactorily complete a minimum of 16 units, including:

- at least three units from the English group, including a Unit 3/4 sequence
- at least three additional Unit 3/4 sequences

Students may begin most studies at Unit 1, Unit 2 or Unit 3, depending on their pathway, prior learning and academic readiness.

## Standard VCE Program

The standard VCE program at Caulfield Grammar School provides students with a balanced and flexible senior program across Years 11 and 12.

## Typical Year 11 Program

Students generally undertake:

- English Units 1 and 2
- five additional Unit 1/2 subjects

## Typical Year 12 Program

Students generally undertake:

- English Units 3 and 4
- four additional Unit 3/4 subjects

Students undertaking accelerated studies in Year 10 or Year 11 will still complete a full Year 12 program of five subjects.

Students may undertake a maximum of three subjects from the same subject grouping (for example, Mathematics). However, when calculating an ATAR, VTAC includes a maximum of two studies from the same study area in a student's primary four studies. Any additional study from the same grouping may contribute as a fifth or sixth subject increment in accordance with VTAC rules.

Programs may vary depending on individual pathways, VET participation, Higher Education Studies or approved alternative programs.

Each year, the School publishes a tertiary prerequisites supplement to support subject selection and future pathway planning. Students should refer to this document carefully when selecting their VCE program.

## Accelerated VCE Program

Caulfield Grammar School recognises the importance of appropriately challenging students academically. Opportunities for acceleration are available for students who demonstrate strong academic readiness, organisation, motivation and the maturity required to manage the demands of senior study.

Acceleration typically involves:

- a Year 10 student undertaking a Unit 1/2 subject
- a Year 11 student undertaking a Unit 3/4 subject

In this pathway, students complete one VCE study ahead of schedule by commencing Units 1 and 2 in Year 10 and Units 3 and 4 in Year 11. This allows students to complete an additional Unit 3/4 sequence and contribute a sixth study score towards their ATAR. In some cases, students may be approved to accelerate in two VCE studies.

## Typical Accelerated VCE Program

| Year Level | Subjects Undertaken                                                                                    |
|------------|--------------------------------------------------------------------------------------------------------|
| Year 10    | Accelerated Subject – Units 1 and 2                                                                    |
| Year 11    | English Units 1 and 2 plus four additional Unit 1/2 subjects and the accelerated subject Units 3 and 4 |
| Year 12    | English Units 3 and 4 plus four additional unit 3/4 subjects                                           |

Students undertaking acceleration still complete a full Year 12 program of five subjects.

Selection for acceleration is determined through a consultative process involving students, families, Heads of House, Careers staff and relevant Heads of Faculty. All decisions are guided by established criteria to ensure that acceleration supports each student's learning, wellbeing and long-term success.

Not all students will undertake acceleration. For many students, the most appropriate pathway is to complete a standard Year 10 or Year 11 program prior to commencing additional VCE studies. This may particularly apply to students who:

- would benefit from further consolidation of subject knowledge and skills
- require support with organisation and learning behaviours
- are continuing to develop the academic maturity required for senior studies

## Selection Criteria for an Accelerated VCE Program

Criteria for Acceleration into a Unit 1/2 Subject as a Year 10 student:

To be considered for acceleration into VCE studies, students are expected to demonstrate strong academic performance, consistent learning behaviours and readiness for the increased demands of senior studies.

MYP Criterion Achievement levels are calculated from four assessment criteria in each subject, with a maximum score of 32.

| GPA         | Acceleration Pathway                                                        |
|-------------|-----------------------------------------------------------------------------|
| 28 or above | Eligible to apply for acceleration in up to two Unit 1 and 2 VCE subjects   |
| 24 or above | Eligible to apply for acceleration in one Unit 1 and 2 VCE subject          |
| 22 – 24     | May be considered for provisional acceleration following Semester 1 results |
| Below 22    | VCE acceleration is not available<br>VET acceleration may be available      |

Students in the 22–24 range may be considered for provisional acceleration where they demonstrate:

- Learning Behaviours of 3.0 or above across all subjects
- strong achievement in the most relevant subject area
- readiness for the academic and organisational demands of VCE study

Final approval is determined following Semester 2 results and consultation between the student, family and relevant school staff.

Students who do not meet the criteria for VCE acceleration may still be eligible for VET acceleration pathways where appropriate learning behaviours and readiness are demonstrated.

### Acceleration into VET Pathways

Students may also apply to accelerate into a VET (Vocational Education and Training) course. VET programs provide applied, industry-focused learning and practical pathway opportunities.

Entry into accelerated VET pathways is determined through consideration of:

- demonstrated interest in the industry area
- strong learning behaviours and attendance
- reliability and workplace readiness
- ability to meet safety and organisational requirements

Academic performance is considered as part of the process; however, high academic achievement is not a prerequisite for most VET courses.

### Criteria for Acceleration into a Unit 3/4 Subject as a Year 11 student

To be considered for acceleration into Unit 3/4 studies, students are expected to demonstrate strong academic achievement, consistent learning behaviours and readiness for the demands of senior studies.

Grade Point Average (GPA) is calculated on a 10-point scale, where A+ equals 10, A equals 9 and so on. GPA represents the average achievement across all subjects undertaken by the student.

| GPA        | Acceleration Pathway                                                        |
|------------|-----------------------------------------------------------------------------|
| 9 or above | Eligible to apply for acceleration in up to two VCE subjects                |
| 8 or above | Eligible to apply for acceleration in one VCE subject                       |
| 7 – 8      | May be considered for provisional acceleration following Semester 1 results |
| 7 or below | VCE acceleration is not ordinarily available                                |

Students in the 7–8 GPA range may be considered for provisional acceleration where they demonstrate:

- Learning Behaviours of 3.0 or above across all subjects
- strong achievement in the most relevant subject area
- readiness for the academic and organisational demands of Unit 3/4 study

Final approval is determined following Semester 2 results and consultation between the student, family and relevant school staff.

## VCE Baccalaureate

The VCE Baccalaureate is an additional form of recognition awarded by the Victorian Curriculum and Assessment Authority (VCAA) to students who complete a broad and academically challenging VCE program across across multiple disciplines, including English, Mathematics and Languages.

The VCE Baccalaureate is awarded alongside the VCE and recognises students who successfully undertake studies across multiple disciplines while maintaining strong academic achievement.

### Overview

The VCE Baccalaureate encourages students to pursue breadth and depth in their senior studies through the inclusion of English, Mathematics and Languages. It is well suited to students interested in maintaining a diverse academic program while preparing for a wide range of university and future study pathways.

To be eligible, students must satisfactorily complete the VCE and meet the prescribed VCAA requirements.

### Requirements

To be awarded the VCE Baccalaureate, a student's VCE program must include:

#### English Requirement

A Unit 3/4 sequence in:

- English, or Literature with a study score of **30 or above**, or
- EAL with a study score of **33 or above**

#### Mathematics Requirement

A Unit 3/4 sequence in:

- Mathematical Methods, or
- Specialist Mathematics

## Language Requirement

A Unit 3–4 sequence in:

- a VCE Language

## Additional Requirement

- at least one additional Unit 3/4 sequence

## Why choose the VCE Bacculaureate?

The VCE Bacculaureate:

- recognises students who successfully complete a broad and academically challenging VCE program
- encourages breadth across key learning areas
- supports preparation for university pathways and further study
- develops strong analytical, communication and problem-solving skills

## Availability of Subjects

The availability of subjects is dependent on student enrolments, staffing and operational considerations. Following the subject selection process, some subjects may not proceed if minimum enrolment requirements are not met.

Where this occurs, students and families will be notified as early as possible, and the School will work closely with students to support the selection of an appropriate alternative pathway.

## Victorian School of Languages

Students may also undertake Languages studies through the Victorian School of Languages (VSL) via distance education or attendance at suburban centres outside normal school hours.

Languages studied by Caulfield Grammar School students in the past have included:

- Indonesian
- Vietnamese
- Japanese
- Persian
- Italian
- Russian

Participation in VSL studies is subject to timetable feasibility and School approval.

## Higher Education Extension Studies

Eligible students may have opportunities to undertake Higher Education Extension Studies through selected university or TAFE providers as part of their Year 12 program.

These studies allow students to undertake first-year tertiary subjects while completing the VCE and may contribute incrementally towards an ATAR in accordance with VCAA and tertiary admissions guidelines.

Participation is subject to:

- prerequisite requirements
- demonstrated academic readiness
- provider availability
- School endorsement

## Special Provision

### Learning Strategies Services

The Learning Strategies Department supports students with diverse learning needs through collaborative partnerships with students, families and teachers. The program aims to maximise student access, participation and success within the academic environment.

Support may include:

- classroom adjustments
- targeted learning support
- small group programs
- individual assistance
- support with organisation, literacy and study skills

Students with significant learning difficulties, medical conditions or other approved circumstances may also be eligible for VCAA Special Provision.

Families are encouraged to seek advice from the Head of Learning Strategies, Associate Head of Teaching and Learning – Senior Pathways, or the Head of Teaching and Learning early in Year 11 to ensure that appropriate documentation and support arrangements can be considered.

Approval of Special Provision applications is determined by the Victorian Curriculum and Assessment Authority (VCAA).

## Accounting

### VCE Units 1 and 2

#### Unit 1 – The Role of Accounting in Business

In this unit, students explore the role of accounting in determining business success or failure. They examine how accounting information is used to analyse, interpret and evaluate business performance using both financial and non-financial data.

Students focus on service businesses, recording financial data and preparing reports. They develop an understanding of how accounting supports decision-making, including ethical, financial and social considerations.

#### Areas of Study

1. The role of accounting
2. Recording financial data and reporting accounting information for a service business

#### Outcomes

On completion of this unit, the student should be able to:

- Describe the resources required to establish and operate a business, and use accounting reports to assess business success
- Identify and record financial data, and report and explain accounting information for a service business
- Apply financial and non-financial indicators to measure and evaluate business performance

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

In this unit, students extend their understanding of accounting in trading businesses. They focus on inventory, accounts receivable and payable, and non-current assets.

Students analyse business performance using financial data and reports, and evaluate the impact of different decisions. They develop strategies to improve business performance based on their analysis.

#### Areas of Study

1. Accounting for and managing inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

## Outcomes

On completion of this unit, the student should be able to:

- Record and report for inventory, and analyse the effects of financial, non-financial and ethical factors on business decision
- Record and report for accounts receivable and accounts payable, and evaluate how decisions impact business performance, including ethical considerations
- Record and report for non-current assets and depreciation

## VCE Units 3 and 4

### Unit 3 – Recording and Analysing Financial Data

In this unit, students focus on financial accounting for a sole proprietor's trading business. They apply the double entry system, accrual accounting and the perpetual inventory system to record and analyse financial data.

Students develop skills in preparing and interpreting accounting reports, analysing business performance and evaluating the impact of decisions on financial outcomes.

#### Areas of Study

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

## Outcomes

On completion of this unit, the student should be able to:

- Record financial data using a double entry system, and explain the role of the General Journal, General Ledger and inventory cards
- Prepare, interpret and analyse accounting reports for a trading business
- Analyse the accounting system and reports, including ethical considerations

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

In this unit, students extend their understanding of accounting processes and systems. They explore budgeting and decision-making, using financial data to evaluate business performance and plan for improvement.

Students apply both manual and ICT methods to record and analyse data, and examine alternative depreciation methods. They evaluate business strategies and recommend actions to improve performance.

#### Areas of Study

1. Extension of recording and reporting
2. Budgeting and decision-making

## Outcomes

On completion of this unit, the student should be able to:

1. Record financial data and balance day adjustments using a double entry, accrual system
2. Evaluate the impact of adjustments and depreciation methods on reports
3. Prepare and analyse budgets and variance reports to assess business performance

## Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

# Business Management

## VCE Units 1 and 2

### Unit 1 – Planning a Business

In this unit, students explore the role of businesses in contributing to economic and social wellbeing. They examine how entrepreneurs develop business ideas and the factors that influence business planning, including internal and external environments.

Students investigate how businesses are established and the importance of effective planning in achieving success. They also consider the broader impact of the business sector on the economy and society.

### Areas of Study

1. The business idea
2. Internal business environment and planning
3. External business environment and planning

## Outcomes

On completion of this unit, the student should be able to:

- Describe the process of developing a business idea
- Analyse how internal and external business environments, including macro and operating factors, influence business planning
- Explain how innovation and entrepreneurship contribute to economic and social wellbeing

### Unit 2 – Establishing a Business

In this unit, students focus on the establishment phase of a business. They explore the legal requirements involved in starting a business, as well as decisions related to financial record keeping, staffing and establishing a customer base through effective marketing.

Students analyse management practices and decision-making processes, applying their knowledge to contemporary business case studies. They evaluate how businesses can be effectively established and

positioned for success.

### Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

### Outcomes

On completion of this unit, the student should be able to:

- Outline legal requirements and financial record-keeping considerations, and explain the importance of policies and procedures in ensuring compliance
- Analyse how establishing a customer base and marketing presence supports business objectives, and apply marketing and public relations strategies to case studies
- Discuss staffing needs and the importance of staff, and evaluate staff-management strategies from both employer and employee perspectives

## VCE Units 3 and 4

### Unit 3 – Managing a Business

In this unit, students explore key processes and considerations for managing a business effectively. They examine different types of businesses, their objectives, stakeholder relationships and management strategies used to improve performance.

Students investigate human resource management and operations management, analysing how businesses manage staff and resources to achieve objectives. They develop an understanding of the complexity of managing a business and apply theoretical concepts to contemporary business case studies.

### Areas of Study

1. Business foundations
2. Human resource management
3. Operations management

### Outcomes

On completion of this unit, the student should be able to:

- Analyse business characteristics, stakeholders, management styles and skills, and corporate culture
- Explain and apply motivation theories, and analyse and evaluate employee management strategies
- Analyse the relationship between business objectives and operations, and propose and evaluate strategies to improve efficiency and effectiveness

### Unit 4 – Transforming a Business

In this unit, students explore how businesses adapt to change in response to internal and external

pressures. They examine the role of key performance indicators in reviewing business performance and the strategic management required to position a business for the future.

Students analyse leadership and management practices, and investigate a theoretical model for implementing change, evaluating strategies to improve business performance. They apply these concepts to contemporary case studies to assess business transformation.

### Areas of Study

1. Reviewing performance – the need for change
2. Implementing change

### Outcomes

On completion of this unit, the student should be able to:

- Analyse the causes of business change, including proactive and reactive approaches, and use key performance indicators and force-field analysis to evaluate business performance and the need for change
- Evaluate management strategies used to position a business for the future and implement change effectively
- Discuss the role of leadership and management in change, and evaluate the impact of change on stakeholders

### Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

## Economics

### VCE Units 1 and 2

#### Unit 1 – Economic Decision-Making

In this unit, students explore the fundamental economic problem of scarcity and how individuals, businesses and governments make decisions about resource allocation. They examine the role of markets in allocating resources and how prices are determined through the forces of supply and demand.

Students investigate how economic decisions affect living standards and consider the role of incentives, trade and opportunity cost in decision-making. They also explore how markets may fail and the role of government in addressing these failures.

### Areas of Study

1. Thinking like an economist
2. Decision-making in markets
3. Behavioural economics

## Outcomes

On completion of this unit, the student should be able to:

- Explain the basic economic problem and how markets allocate resources
- Discuss and analyse the roles of consumers, businesses and government, including factors influencing decisions
- Analyse market behaviour, including competition, pricing and behavioural economics

## Unit 2 – Economic Issues and Living Standards

In this unit, students explore key economic issues that affect living standards, including inflation, unemployment and economic growth. They examine how these issues are measured and how they impact individuals and the broader economy.

Students analyse the role of government in managing the economy through fiscal and monetary policy. They evaluate how these policies are used to achieve economic objectives such as low inflation, low unemployment and sustainable economic growth.

### Areas of Study

1. Economic activity and living standards
2. Applied economic decision-making

## Outcomes

On completion of this unit, the student should be able to:

- Explain the purpose of economic activity and the difference between material and non-material living standards
- Analyse the factors affecting economic activity and growth
- Discuss and evaluate the costs and benefits of economic growth and its impact on living standards
- Analyse and evaluate economic issues at a local, national and international level, including actions to address them

## VCE Units 3 and 4

### Unit 3 – Australia's Living Standards

In this unit, students explore how living standards are measured and how they have changed over time in Australia. They examine the factors that influence living standards, including productivity, income distribution and environmental sustainability.

Students analyse Australia's economic performance and investigate how domestic and international factors impact the economy. They also explore the role of government in promoting economic growth and improving living standards.

## Areas of Study

1. An introduction to microeconomics
2. Domestic macroeconomics goals
3. Australia and the international economy

## Outcomes

On completion of this unit, the student should be able to:

- Analyse and evaluate how markets and government intervention influence resource allocation and efficiency
- Analyse and evaluate macroeconomic performance and its impact on living standards
- Analyse and discuss international economic factors and their effects on the Australian economy

## Unit 4 – Managing the Economy

In this unit, students explore how the Australian government and the Reserve Bank of Australia influence the economy to achieve macroeconomic goals and improve living standards. They examine how fiscal and monetary policy affect aggregate demand, interest rates and economic activity.

Students evaluate the effectiveness of these policies in stabilising the business cycle and achieving economic goals. They also investigate how aggregate supply policies support long-term growth, productivity and international competitiveness.

## Areas of Study

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies

## Outcomes

On completion of this unit, the student should be able to:

- Discuss and analyse how aggregate demand policies influence macroeconomic goals and living standards
- Discuss and analyse how aggregate supply policies influence macroeconomic goals and living standards

## Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

# Legal Studies

## VCE Units 1 and 2

## Unit 1 – The Presumption of Innocence

In this unit, students explore the foundations of law, with a focus on criminal law and the principles of justice. They examine how laws maintain social order and protect individual rights, and investigate key concepts including the sources and characteristics of law, and the roles of parliament and the courts.

Students apply these concepts to real and hypothetical scenarios to determine criminal liability, developing skills in making reasoned judgments about culpability. They also examine how criminal cases are resolved and evaluate the effectiveness of sanctions, including through the study of recent cases.

### Areas of Study

1. Legal foundations
2. Proving guilt
3. Sanctions

### Outcomes

On completion of this unit, the student should be able to:

- Explain the sources and types of law, and key concepts of criminal law
- Evaluate the effectiveness of laws and sanctions
- Apply legal reasoning to determine the culpability of an accused
- Discuss the principles of justice in relation to the determination of criminal cases and experiences within the criminal justice system

## Unit 2 – Wrongs and Rights

In this unit, students explore civil law and how it protects the rights of individuals. They examine how disputes arise and how they are resolved through the civil justice system, including the determination of liability.

Students investigate different areas of civil law, the remedies available to parties, and the institutions and methods used to resolve disputes. They apply their knowledge to real and hypothetical scenarios and analyse recent civil cases. Students also explore how human rights are protected in Australia, consider possible reforms, and investigate a contemporary human rights issue.

### Areas of Study

1. Civil liability
2. Remedies
3. Human rights

### Outcomes

On completion of this unit, the student should be able to:

- Explain the purposes and key concepts of civil law
- Apply legal reasoning to determine the liability of a party in civil disputes

- Discuss and evaluate the resolution of civil disputes
- Explain and evaluate a contemporary human rights issue and how rights are protected in Australia

## VCE Units 3 and 4

### Unit 3 – Rights and Justice

In this unit, students examine the Victorian justice system, including both the criminal and civil justice systems. They explore how these systems uphold the principles of justice: fairness, equality and access.

Students investigate the roles of key participants in the justice system, including judges, legal practitioners and juries. They also examine how cases are resolved within the court hierarchy and evaluate the effectiveness of the justice system.

#### Areas of Study

1. The Victorian criminal justice system
2. The Victorian civil justice system

#### Outcomes

On completion of this unit, the student should be able to:

- Explain the key principles of the criminal and civil justice systems
- Discuss the ability of sanctions and remedies to achieve their purposes
- Evaluate how effectively the criminal and civil justice systems uphold the principles of justice
- Apply understanding of the justice system to criminal cases and civil disputes

### Unit 4 – The People, the Law and Reform

In this unit, students explore how laws are made and reformed in Australia. They examine the roles of parliament and the courts in law-making, as well as the influence of individuals and groups.

Students investigate the Australian Constitution and consider how it shapes law-making powers. They also analyse the need for law reform and evaluate how effectively the legal system responds to change.

#### Areas of Study

1. The people and the law-makers
2. The people and reform

#### Outcomes

On completion of this unit, the student should be able to:

- Discuss the ability of parliament and courts to make law
- Evaluate how the Australian Constitution acts as a check on parliament in law-making
- Explain the reasons for law reform and constitutional reform

- Evaluate the ability of individuals and law reform bodies to influence changes in the law and the Constitution

## Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

# 03 Design and Technology

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## Algorithmics (HESS) (Available at WH only)

### VCE Units 3 and 4

VCE Algorithmics (HESS) explores how algorithms are used to solve complex, real-world problems. The study provides a structured framework for computational thinking and develops students' ability to design, analyse and evaluate algorithms. It forms a strong foundation for further study in computer science, software engineering and STEM-related fields.

#### Unit 3 – Algorithmics

In this unit, students investigate how algorithms are used to solve complex problems independently of computers. They develop an understanding of algorithm design and apply computational thinking to a range of practical problems.

##### Areas of Study

1. Data modelling with abstract data types
2. Algorithm design
3. Applied algorithms

##### Outcomes

On completion of this unit, the student should be able to:

- Represent and model data using abstract data types
- Design algorithms using basic principles and design patterns
- Apply algorithms to solve real-world problems and justify solutions

#### Unit 4 – Algorithmics

In this unit, students explore the efficiency, limitations and broader implications of algorithms. They analyse algorithm performance and consider advanced problem-solving techniques and the role of algorithms in modern computing.

##### Areas of Study

1. Formal algorithm analysis
2. Advanced algorithm design
3. Computer science, past and present

## Outcomes

On completion of this unit, the student should be able to:

- Analyse the efficiency and limitations of algorithms
- Design advanced algorithms to solve complex problems
- Evaluate the role of algorithms in computer science and emerging technologies

## Assessment (Units 3 and 4)

- School Assessed Coursework
- School Assessed Task
- End-of-year examination

## Study Score

The study score is calculated as follows:

- Units 3 and 4 School Assessed Coursework – 20%
- Units 3 and 4 School Assessed Task – 20%
- End-of-year Examination – 60%

## Why choose this subject?

VCE Algorithmics (HESS) provides pathways into:

- Computer Science and Software Engineering
- Data Science and Artificial Intelligence
- Mathematics and STEM-related fields

The subject develops advanced problem-solving, logical reasoning and analytical thinking skills, which are highly valued in both academic and industry contexts.

# Applied Computing

## VCE Units 1 and 2

Applied Computing is about using technology to solve real-world problems. Students develop problem-solving skills through working with data, programming and the creation of digital solutions. The subject develops practical skills that support pathways in technology-based fields, as well as Science, Engineering, Commerce and Business.

## Unit 1 – Applied Computing

In this unit, students learn how to analyse problems and develop solutions using data and programming.

### Areas of Study

1. Data Analysis and Visualisation. Behind every decision is data. Students learn how to organise and interpret complex data to communicate meaningful insights.
2. Programming. Students develop programming skills using Python to design and create digital solutions.

### Outcomes

On completion of this unit, the student should be able to:

- Analyse and visualise data to communicate information
- Design and develop simple software solutions using programming concepts

## Unit 2 – Applied Computing

In this unit, students build on their understanding by developing innovative digital solutions based on their own ideas or topics they want to explore. They also examine cybersecurity risks and strategies to protect data and information.

### Areas of Study

1. Innovative Solutions. Students have opportunities to develop projects based on their own interests and ideas. Projects may include robotics, app development, interactive websites and other innovative digital solutions.
2. Cybersecurity. The area of cybersecurity is a growing one. Skills in this area are in demand and in this unit students will get an introduction to the key threats and vulnerabilities we face and how to deal with them.

### Outcomes

On completion of this unit, the student should be able to:

- Design, develop and evaluate an innovative digital solution
- Analyse cybersecurity risks and propose appropriate strategies for protection

### Assessment (Units 1 and 2)

- Outcomes assessed each semester
- Classwork, including summaries and applied exercises
- Semester examinations

### Why choose this subject?

VCE Applied Computing builds a strong foundation for pathways into:

- Software development and systems engineering
- Data analytics and business intelligence
- Cybersecurity and IT-related fields

The subject also develops valuable skills in problem-solving, project management and digital literacy, which are highly transferable across a wide range of careers.

## Product Design & Technology

### VCE Units 1 and 2

Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

### Unit 1 – Product Design and Technologies

In this unit, students explore design practices, including research, idea generation and product development. They investigate how designers respond to needs and create innovative solutions using a range of materials and processes.

#### Areas of Study

##### 1. Design Practices

#### Key Focus Areas

- Developing and conceptualising designs using the Double Diamond design approach
- Investigating user needs and generating product concepts
- Producing graphical representations and prototypes
- Exploring materials, tools and production processes

#### Outcomes

On completion of this unit, the student should be able to:

- Generate and refine design ideas in response to a brief
- Apply design thinking and problem-solving skills
- Develop and communicate product concepts using appropriate techniques

### Unit 2 – Product Design and Technologies

In this unit, students focus on designing for end users and consider the broader impact of products. They explore inclusive design, sustainability and cultural influences on product development.

## Areas of Study

1. Positive impacts for end users

## Key Focus Areas

- Designing products that enhance usability, accessibility and sustainability
- Investigating opportunities to improve products for diverse users
- Analysing cultural influences on design, including Aboriginal and Torres Strait Islander perspectives
- Developing and producing product concepts that respond to user needs

## Outcomes

On completion of this unit, the student should be able to:

- Design and evaluate products for specific end users
- Apply inclusive and sustainable design principles
- Analyse the cultural, social and environmental impacts of design

## Assessment (Units 1 and 2)

Assessment may include:

- Design folios and documentation
- Product design and development tasks
- Research and analysis tasks
- Practical production work

## Why choose this subject?

VCE Product Design and Technologies provides pathways into:

- Industrial and product design
- Architecture and design industries
- Engineering and manufacturing
- Creative and applied design fields

The subject develops creativity, technical skills and critical thinking, preparing students to design innovative solutions for a changing world.

## VCE Units 3 and 4

VCE Product Design and Technology enables students to apply design thinking and practical skills to develop innovative products. The course focuses on ethical design, sustainability and the impact of emerging technologies. Students undertake a major design project, progressing from concept development through to production and evaluation.

## Unit 3 – Product Design and Technology

In this unit, students explore ethical considerations in product design and development. They investigate how designers respond to sustainability challenges and apply design thinking to create innovative product concepts.

### Areas of Study

1. Ethical Product Design and Development

### Key Focus Areas

- Analysing influences on design, development and production, including sustainability and emerging technologies
- Investigating opportunities for ethical design using the Double Diamond approach
- Developing a final proof of concept through graphical and physical design

### Outcomes

On completion of this unit, the student should be able to:

- Analyse the impact of design decisions on people, society and the environment
- Apply ethical design principles to develop product concepts
- Produce and communicate a final proof of concept

## Unit 4 – Product Design and Technology

In this unit, students refine, produce and evaluate their design solutions. They engage in production processes and assess the effectiveness of their designs, considering feedback and opportunities for improvement.

### Areas of Study

1. Production and Evaluation of Ethical Designs

### Key Focus Areas

- Managing production processes and implementing production plans
- Applying materials, tools and processes to create a final product
- Evaluating designs using criteria, data and feedback
- Exploring speculative design and future-focused innovation

### Outcomes

On completion of this unit, the student should be able to:

- Produce a functional product using appropriate materials and techniques
- Apply production management and problem-solving skills
- Evaluate and refine designs based on feedback and evidence

## Assessment (Units 3 and 4)

- School Assessed Coursework (design folio and product)
- End-of-year examination

## Study Score

The study score is calculated as follows:

- Unit 3 School Assessed Coursework – 25%
- Unit 4 School Assessed Coursework – 25%
- End-of-year Written Examination (externally set and assessed) – 50%

## Why choose this subject?

VCE Product Design and Technology provides pathways into:

- Product and industrial design
- Engineering and manufacturing
- Architecture and creative industries
- Sustainable and innovative design fields

The subject develops creativity, technical capability and critical thinking, equipping students to design solutions for real-world challenges.

## Data Analytics (Available at CC only)

### VCE Units 3 and 4

VCE Data Analytics is where curiosity meets real-world impact. Students dive into messy, meaningful data and transform it into clear-driven insights using powerful digital tools. From uncovering hidden trends to telling compelling stories with visuals, this subject is all about asking smart questions, thinking critically, and making data work for you. If you've ever wondered how data shapes decisions in sport, business, or the world around you—this is your chance to find out.

### Unit 3 – Data Analytics

In this unit, students respond to teacher-provided solution requirements to extract, manipulate and analyse data. They begin a major project by developing a research question and designing a data solution.

### Areas of Study

1. Data Analytics
2. Data Analytics, Analysis and Design (SAT Part 1)

### Outcomes

On completion of this unit, the student should be able to:

- Extract and manipulate data from large datasets
- Analyse data to identify patterns and insights
- Design a data solution in response to a research question

## Unit 4 – Data Analytics

In this unit, students complete and evaluate their data analytics project. They also explore cybersecurity and the importance of protecting data in digital environments.

### Areas of Study

1. Data Analytics, Development and Evaluation (SAT Part 2)
2. Cybersecurity

### Outcomes

On completion of this unit, the student should be able to:

- Develop and evaluate a data analytics solution
- Communicate findings through data visualisations
- Analyse cybersecurity risks and propose strategies to protect data

### Assessment (Units 3 & 4)

- School Assessed Coursework (SAT project and related tasks)
- End-of-year written examination

### Study Score

The study score is calculated as follows:

- Unit 3 School Assessed Coursework – 25%
- Unit 4 School Assessed Coursework – 25%
- End-of-year Written Examination (externally set and assessed) – 50%

### Why choose this subject?

VCE Data Analytics provides strong pathways into:

- Data Science and Analytics
- Business Intelligence and analytics roles
- Machine Learning and Data Engineering

The subject builds technical skills, project management capabilities and analytical thinking, all of which are

highly valued in today's data-driven world.

## Software Development

### VCE Units 3 and 4

VCE Software Development focuses on designing, creating and evaluating software solutions for real-world problems. Students develop skills in programming, algorithm design and user interface development, while working with industry-standard tools and practices. The course emphasises project-based learning, where students design and implement their own software solutions.

#### Unit 3 – Software Development

In this unit, students develop software modules in response to design briefs. They begin a major project by identifying a problem and proposing a solution for a client or community need.

##### Areas of Study

1. Software Development – Programming
2. Software Development, Analysis and Design (SAT Part 1)

##### Outcomes

On completion of this unit, the student should be able to:

- Apply programming techniques to develop software solutions
- Analyse a problem and design a software solution
- Develop a project brief and plan for a software application

#### Unit 4 – Software Development

In this unit, students complete their major software project by developing and evaluating their solution. They also explore cybersecurity and the protection of data in digital systems.

##### Areas of Study

1. Software Development, Development and Evaluation (SAT Part 2)
2. Cybersecurity

##### Outcomes

On completion of this unit, the student should be able to:

- Develop and evaluate a software solution
- Apply testing and refinement processes to improve functionality
- Analyse cybersecurity risks and recommend strategies to protect data

## Assessment (Units 3 and 4)

- Two outcomes per semester
- School Assessed Coursework (SAT project and related tasks)
- End-of-year examination (30% of study score)

## Why choose this subject?

VCE Software Development provides strong pathways into:

- Software development and coding
- Robotics and artificial intelligence
- Cybersecurity

The subject builds technical expertise, project management skills and problem-solving capabilities, preparing students for further study and careers in technology-driven fields.

# Systems Engineering

## VCE Units 1 and 2

VCE Systems Engineering is a practical, design-focused subject that explores how mechanical and electrotechnological systems are developed to solve real-world problems. Students learn to design, build and evaluate functional systems using engineering processes, tools and components. The subject supports students who enjoy working with technology, applying creativity, and solving technical challenges.

## Unit 1 – Systems Engineering

In this unit, students investigate electrotechnological systems, including circuits, sensors, microcontrollers and automated systems. They explore how these systems are designed and how electrotechnology contributes to sustainable solutions.

## Areas of Study

1. Electrotechnological systems design

## Key Skills and Activities

- Read and design circuit diagrams
- Build and code working electronic systems
- Apply the systems engineering process to design and refine solutions
- Apply sustainable design principles

## Outcomes

On completion of this unit, the student should be able to:

- Design and construct electrotechnological systems

- Apply engineering processes to develop functional solutions
- Evaluate system performance and sustainability

## Unit 2 – Systems Engineering

In this unit, students focus on mechanical systems and how forces and motion are used to create functional designs. They explore components such as gears, pulleys and linkages to develop systems that solve real-world and inclusive design problems.

### Areas of Study

1. Mechanical systems design

### Key Skills and Activities

- Explore concepts of force, motion and energy conversion
- Design and construct mechanical systems
- Apply calculations to test and refine designs
- Investigate historical and cultural influences on engineering

### Outcomes

On completion of this unit, the student should be able to:

- Design and construct mechanical systems
- Apply engineering principles to improve system performance
- Evaluate solutions based on functionality and design criteria

### Assessment (Units 1 and 2)

Assessment is based on a mix of practical and theoretical tasks, including:

- Design folios and documentation
- Written or multimedia reports
- Practical construction tasks and demonstrations
- Tests and end-of-unit evaluations

### Why choose this subject?

VCE Systems Engineering provides strong pathways into:

- Engineering (mechanical, electrical, aerospace and more)
- Robotics, automation and advanced manufacturing
- Trades, apprenticeships and design industries

The subject develops technical knowledge, project management and problem-solving skills that are highly valued across a wide range of future pathways.

## VCE Units 3 and 4

VCE Systems Engineering enables students to apply engineering principles to real-world challenges through the design, production and evaluation of functional systems. Students combine practical skills with scientific and mathematical understanding, working with mechanical and electrotechnological systems. The course emphasises innovation, sustainability and problem-solving, preparing students for pathways in engineering, technology and design.

### Unit 3 – Systems Engineering

In this unit, students undertake the research, design and initial production stages of an engineering project. They apply ethical and sustainable design principles while developing their understanding of how systems function in real-world contexts.

#### Areas of Study

1. Ethical Systems Design

#### Key Skills and Activities

- Design and construct a functional system using mechanical and electrotechnological components
- Integrate sensors, motors and energy systems
- Investigate sustainable engineering solutions, including renewable energy
- Apply the systems engineering process to plan and document design solutions

#### Outcomes

On completion of this unit, the student should be able to:

- Develop and document a design for an engineering system
- Apply engineering principles to begin production of a system
- Evaluate ethical and sustainability considerations in design

### Unit 4 – Systems Engineering

In this unit, students complete the production, testing and evaluation of their engineering project. They refine their designs and consider emerging technologies and their broader impact on society.

#### Areas of Study

1. Systems Production and Innovative Technologies

#### Key Skills and Activities

- Complete and evaluate an engineering project
- Test and refine systems for functionality and efficiency
- Investigate emerging technologies such as robotics, biomedical and renewable systems
- Analyse the impact of engineering solutions on society and the environment

## Outcomes

On completion of this unit, the student should be able to:

- Produce and evaluate a functional engineering system
- Apply testing and troubleshooting techniques
- Analyse the effectiveness and impact of engineering solutions

## Assessment (Units 3 and 4)

- Two outcomes per semester
- School Assessed Coursework (project and related tasks)
- End-of-year examination (30% of study score)

## Why choose this subject?

VCE Systems Engineering provides pathways into:

- Engineering (mechanical, electrical, civil, aerospace, biomedical)
- Robotics and automation
- Product design and development
- Renewable energy and emerging technologies
- TAFE, apprenticeships and industry pathways

The subject develops technical expertise, project management and problem-solving skills, preparing students for future-focused careers in engineering and innovation.

# VCE VET Commercial Cookery & Hospitality

## VCE VET Unit 1 and 2

### SIT20421 Certificate II in Cookery

VCE VET Hospitality (Cookery) provides students with the opportunity to develop practical skills and knowledge relevant to the hospitality industry. Students gain hands-on experience in food preparation, kitchen operations and safe work practices, working in simulated commercial kitchen environments. This course supports pathways into further training, apprenticeships and employment within the hospitality sector.

## Aims

This study enables students to:

- Develop practical cookery skills and knowledge of kitchen operations
- Apply safe and hygienic food handling practices
- Work effectively in a team within a commercial kitchen environment
- Build pathways into hospitality, cookery and related industries

## Pathways

Successful completion of this course supports pathways into:

- Certificate III and IV in Commercial Cookery or Patisserie
- Apprenticeships and traineeships in hospitality
- Employment in cafés, restaurants and the broader hospitality industry

## Units 1 and 2 – Year 1

Students develop foundational skills in food preparation, kitchen safety and hospitality practices. The course is delivered in a simulated commercial kitchen environment with a focus on real-world application.

### Areas of Study / Units of Competency

- SITXFSA005 – Use hygienic practices for food safety
- SITXWHS005 – Participate in safe work practices
- SITHKOP009 – Clean kitchen premises and equipment
- SITHCCC023 – Use food preparation equipment
- SITHCCC024 – Prepare and present simple dishes
- SITXINV006 – Receive, store and maintain stock
- SITHCCC025 – Prepare and present sandwiches
- SITXCOM007 – Show social and cultural sensitivity
- SITHCCC027 – Prepare dishes using basic cookery methods

## Units 3 and 4 – Year 2

Students extend their skills through more complex food preparation and kitchen operations, building confidence and independence in a commercial kitchen setting.

### Areas of Study / Units of Competency

- SITHCCC028 – Prepare appetisers and salads
- SITHCCC029 – Prepare stocks, sauces and soups
- SITHCCC030 – Prepare vegetable, fruit, egg and farinaceous dishes
- SITHCCC034 – Work effectively in a commercial kitchen

## Assessment Tasks

Assessment is competency-based and includes:

- **Practical demonstrations** of cookery skills in a commercial kitchen environment
- **Classwork and coursework**, including practical and written tasks
- **Topic tests** assessing knowledge of food preparation and kitchen operations

A final practical demonstration is conducted during the course to assess applied skills.

## Uniform and Requirements

Students are required to wear an industry-standard cookery uniform during practical classes. This supports safe work practices and authentic industry experience.

## Study Score

Completion of Units 3 and 4 contributes to a VCE study score based on:

- School-assessed coursework
- Practical demonstration tasks

## Why choose this subject?

This course is ideal for students interested in practical, hands-on learning and careers in hospitality. It supports pathways into:

- Commercial cookery and chef apprenticeships
- Café and restaurant work
- Food and hospitality industries

Students develop teamwork, organisation, time management and practical problem-solving skills that are highly valued in the workplace.

## English

### VCE English Units 1 and 2

#### Unit 1 – Reading and Exploring Texts / Crafting Texts

In Unit 1 English, students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Responding to these text studies, students think analytically, develop lines of argument and hone their essay writing skills. They also discuss the relationships between texts and their own perspective and worldly understanding.

On completion of this unit students will also demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context, audience and purpose. Students will articulate their authorial choices through a justification of the vocabulary, text structures, language features and conventions used during the writing process.

#### Assessments

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

- Analyse how meaning is constructed in texts
- Develop written responses using appropriate structure and language
- Create texts for specific purposes and audiences

#### Unit 2 – Reading and Exploring Texts / Exploring Argument

In this unit, students extend their analytical skills through the study of texts in different contexts. They explore how ideas, perspectives and values are represented and how these connect to social and cultural contexts.

Students also critically analyse a range of media and persuasive texts, examining how argument, language and visual features can be used to position audiences. They apply this understanding by further developing their analytical thinking and writing skills through essay writing as well as developing and presenting their own written and oral arguments.

#### Assessment

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

- Analyse how texts represent ideas and perspectives
- Analyse how argument is constructed to influence audiences
- Create persuasive responses for specific audiences

VCE English Units 3 and 4 develop students' ability to think critically, communicate clearly and respond thoughtfully to a wide range of texts. These units form a key part of the student's ATAR and require

consistent reading, writing and independent study.

## VCE English Units 3 and 4

### Unit 3 – Reading and Responding to Texts / Creating Texts

In Unit 3, students focus on two areas of study. In Reading and Responding to Text, they analyse a selected text from the VCAA Text List, exploring characters, ideas, themes and values, as well as the historical and social contexts in which the text was created. Students develop skills in discussion and sustained analytical writing, learning to support their ideas with textual evidence. In Creating texts, students produce original writing inspired by mentor texts and a framework idea, experimenting with language, structure and style for specific purposes and audiences, and reflecting on their writing choices.

#### Assessment

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

- Analyse and interpret texts in detail
- Create written texts for specific purposes and audiences
- Apply appropriate language and structural features

### Unit 4 – Reading and Responding to Texts / Analysing Argument

In Unit 4, students continue Reading and Responding to Texts with a different text type, extending their analytical and essay writing skills. They also study Analysing Argument, where they examine persuasive texts to understand how language and visual features are used to position audiences, building skills in critical reading and written analysis.

#### Assessment

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

- Analyse and evaluate texts
- Analyse how argument is constructed to influence audiences
- Develop written and oral responses using appropriate language

## English as an Additional Language

VCE English as an Additional Language (EAL) Units 1 and 2 support students who are developing their English proficiency while building strong skills in reading, writing, listening and speaking. These units provide a supportive pathway into senior English studies.

### EAL Units 1 and 2

#### Unit 1 – Reading and Exploring Texts / Creating Texts

In Unit 1, students read and explore a set text, making personal connections to characters, ideas and experiences while developing their understanding of how language creates meaning. Through discussion and guided writing tasks, students strengthen their confidence in sharing ideas, building vocabulary, and responding to texts in structured ways. Students also begin creating their own imaginative, persuasive and

informative writing, inspired by mentor texts.

### Assessment

On completion of this unit, the student should be able to:

- Identify and analyse how meaning is constructed in texts
- Create written texts using appropriate vocabulary, structure and language features

## Unit 2 – Reading and Exploring Texts / Analysing and Presenting Argument

In Unit 2, students study a different text type and develop deeper analytical skills. They explore how language, structure and ideas work together to shape meaning. Students also examine contemporary issues through persuasive texts, learning how arguments are constructed and how language and images influence audiences. They apply these skills by creating their own point of view oral presentations.

### Assessment

On completion of this unit, the student should be able to:

- Analyse how texts represent ideas and perspectives
- Analyse and present arguments using appropriate language and structure
- Create written and oral responses for specific audiences

## EAL Units 3 and 4

VCE English as an Additional Language (EAL) Units 3 and 4 support students to further develop their English language skills while engaging deeply with texts and ideas. These units contribute to the student's ATAR and focus on building confidence in listening, speaking, reading and writing in academic contexts.

## Unit 3 – Reading and Responding to Texts / Creating Texts

In Unit 3, students study Reading and responding to text, where they read and discuss a text selected from the VCAA EAL Text List. A strong emphasis is placed on listening and spoken discussion to explore characters, ideas and values, as well as the historical and cultural contexts of the text. These discussions support students' analytical writing. In Creating texts, students produce original writing inspired by mentor texts and a framework idea, learning how language choices, structure and audience shape effective communication. Students reflect on their writing decisions and develop control over vocabulary and expression.

### Assessment

On completion of this unit, the student should be able to:

- Analyse and interpret texts in detail
- Create written texts for specific purposes and audiences
- Apply appropriate language and structural features

## Unit 4 – Reading and Responding to Texts / Analysing Argument

In Unit 4, students continue Reading and Responding to Text with a different text type and further develop their writing skills. They also complete Analysing Argument, focusing on understanding how spoken, written and visual texts use language to influence audiences.

### Assessments

On completion of this unit, the student should be able to:

- Analyse and evaluate texts
- Analyse how argument is constructed to influence audiences
- Develop written and oral responses using appropriate language

## Literature

Literature provides students with a rigorous foundation for engaging deeply with texts and the broader cultural conversations they generate. Through sustained reading and reflective discussion of a diverse range of established and emerging works, students develop the critical and creative thinking skills required to articulate informed, evidence-based interpretations and to shape their own distinctive responses as readers and writers.

This study also strengthens students' understanding of how historical, social and cultural contexts influence both the construction of texts and the ways in which they are received. By examining literary forms and features, refining awareness of language and authorial choices, and exploring multiple perspectives, students build analytical precision, intellectual independence and confidence in their capacity to participate thoughtfully in literary study.

## VCE Units 1 and 2

### Unit 1

This area of study introduces students to key ways of reading, analysing and responding to a range of literary texts. It develops students' ability to discuss how meaning is made through language, form and structure, and it establishes a shared academic vocabulary for close analysis and interpretation.

Students apply sustained, attentive reading to print and non-print texts, examining how authors and text-makers use language, structure and stylistic choices to shape meaning; consider how point of view, experience and context influence interpretation and reflect on how their own reading position informs their responses; identify significant textual details through close analysis and explain how these contribute to ideas, representations and aesthetic effects within a text; and investigate a distinctive literary movement or genre by exploring shared ideas, concerns, conventions and stylistic features, studying at least one complete text alongside multiple samples to identify patterns, similarities and variations, and analysing how settings, narrative structures and characterisation express or challenge assumptions and representations while developing increasingly precise, evidence-based interpretations that connect textual choices to broader historical, social and cultural influences.

### Assessment

## Unit 2

In Unit 2, students engage with Aboriginal and Torres Strait Islander perspectives to deepen their understanding of the links between place, culture and identity. Students read, view and listen to texts that speak to Country, community and lived experience, and they recognise how knowledge systems and storytelling practices shape meaning. At the same time, students examine how texts are produced within specific historical, social and cultural conditions and how those conditions influence what a text can say and how it is heard. Through close analysis of language, representation and structure, students evaluate how authors and creators position audiences, craft voice and point of view, and create particular effects. Students identify where texts challenge inherited assumptions and stereotypes and where they expose the impacts of colonisation and the ongoing work of reconciliation and reclamation. Students track how contextual meaning is embedded both explicitly and implicitly in imagery, diction, symbolism and narrative choices. As they interpret and respond, students reflect critically on a range of Australian views and values, including their own, and they practise writing and speaking in ways that are clear, accurate and evidence based. Students connect authorial choices to broader cultural conversations and support interpretations with precise references to textual detail.

### Assessment

## Literature Units 3 and 4

### Unit 3

In this unit, students examine how texts generate meaning through form, and how meaning shifts when texts are adapted, reimagined or transformed for new contexts and audiences. Through close analysis of a set text, students investigate how literary features, structure and stylistic choices shape ideas, viewpoints and assumptions, and they evaluate how an adaptation may emphasise, minimise or reshape these elements by changing genre, medium or setting. Alongside this study of transformation, students develop and compare interpretations of the same text, analysing the ways ideas, views and values are endorsed, challenged or marginalised. Students locate their readings within relevant historical, social and cultural contexts and reflect on their own values as readers. To extend and refine interpretation, students engage with a supplementary reading, such as a scholarly article, teacher writing or an introduction to literary theory, that enriches, contests or reframes key ideas in the set text. Informed by this reading, students craft a second, more nuanced interpretation and apply it to key moments, supporting responses with precise, considered textual evidence in sustained written and spoken analysis.

### Assessment

- Passage analysis
- Adaptations and transformations response
- Oral task
- Developing Interpretations response

### Unit 4

In Unit 4, students extend their understanding of how literary meaning is shaped by voice, form, structure and context by responding to texts in both imaginative and analytical modes. Students study the imaginative techniques authors use to create and recreate literary worlds, and they apply this knowledge to craft their own creative transformation of a set text. They draw purposeful inferences from the original, adapt tone and style, and make deliberate choices about language, voice, form and structure in order to

represent people and places and to illuminate the text's ideas, views and values. Students reflect critically on their creative decisions, considering the purpose and context of their writing and articulating how their work converses with the original. Students also undertake detailed scrutiny of language, style, concerns and construction, examining how specific passages contribute to the meaning of the text as a whole. They analyse literary forms and features, trace patterns and effects, and evaluate how textual choices position readers and shape responses. Across the semester, students develop confident written expression, sustain precise discussion, and support claims with detailed, carefully selected textual evidence.

### Assessment

- Passage analysis
- Creative response to a passage
- Reflective commentary
- Close analysis

## English Language

### VCE Units 3 and 4 – English Language

VCE English Language enables students to examine how English works using linguistic concepts and metalanguage. Students develop insight into their own language choices and the values and assumptions embedded in the language of others, recognising how language can shape, control and challenge social life. The study explores language structure, variation over time and place, theories of acquisition, and the relationships between language, identity, culture and power. Students analyse a wide range of historical and contemporary texts across contexts and modes, strengthening analytical and communication skills in reading, writing, speaking and listening for informed, active citizenship.

### Unit 3

Unit 3 looks at how English is used in real-life Australia today, and how people change the way they speak and write depending on purpose and audience. Students study how meaning is created through choices in words, sentence structure and the way texts are organised, across spoken, written and digital communication. They learn that language is shaped by context: who is involved, what the topic is, where the communication happens and how formal the situation is. Students explore informal language, including everyday conversation and online communication, and how features like slang, abbreviations, humour, emojis, and voice cues can build relationships, show identity and create inclusion (or exclusion). They also explore formal language, such as speeches, reports, media, politics and legal settings, and how careful wording, politeness, specialised vocabulary and editing can create authority, clarity or sometimes hide meaning.

### Assessment

- Outcome 1 Informality: Short Answer Questions (on either a spoken, written, or multimodal text)
- Outcome 2 Informality: Analytical Commentary
- Outcome 3 Formality: Analytical Commentary
- Outcome 4 Formality: Essay

## Unit 4

Unit 4 explores how language shapes identity in contemporary Australian society. Students learn that there isn't just one "Australian English": people use different varieties depending on where they are from, their culture and community, and the situations they are in. Students examine how Standard Australian English has high status in many institutions (such as schools, workplaces and the media) and how this can influence ideas about what it means to sound "educated", "professional" or "Australian". They also study a range of other varieties used in Australia, including migrant ethnolects and Aboriginal Australian Englishes, and consider how global contact, technology and social change continue to influence the way we speak and write. Across the unit, students investigate how language can both include and exclude: it can build belonging and solidarity, or create distance between "us" and "them". They also explore how individuals adjust their language to present different identities and group memberships, considering factors such as age, gender, sexuality, occupation, interests and education. Students examine how prestige works in communities (both "overt" prestige linked to standard norms and "covert" prestige valued within local groups) and how attitudes, stereotypes and prejudice about language can contribute to discrimination and social disadvantage.

### Assessment

- Outcome 1 Language Variation in Australian Society: Short Answer Questions
- Outcome 2 Individual and Group Identities: Analytical Commentary and Essay

# 05 Health and Physical Education

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## Health & Human Development

### VCE Units 1 and 2

#### Unit 1 – Understanding Health and Wellbeing

In this unit, students explore health and wellbeing as a complex and dynamic concept. They investigate how health is influenced by a range of factors, including biological, sociocultural and environmental influences, and examine how individuals experience health differently.

Students develop their understanding of the dimensions of health and wellbeing and explore how these interact. They also investigate youth health issues and consider how health data can be used to identify trends and inform decision-making.

#### Areas of Study

1. Concepts of health
2. Youth health and wellbeing
3. Health and nutrition

#### Outcomes

On completion of this unit, the student should be able to:

- Explain the concept of health and wellbeing
- Analyse factors that influence health
- Interpret health data and apply it to real-world contexts

#### Unit 2 – Managing Health and Development

In this unit, students investigate transitions in health and wellbeing across the lifespan, from youth to adulthood. They explore how individuals manage their health and development, considering factors such as relationships, independence and life changes.

Students also develop health literacy skills, learning how to access, interpret and apply health information. They examine the Australian healthcare system and consider how individuals and communities manage health challenges.

#### Areas of Study

1. Developmental transitions
2. Youth health literacy

## Outcomes

On completion of this unit, the student should be able to:

- Analyse changes in health and development across the lifespan
- Apply health literacy skills to make informed decisions
- Explain factors influencing health management

## VCE Units 3 and 4

### Unit 3 – Australia’s Health in a Globalised World

In this unit, students explore health and wellbeing in Australia, examining health status, trends and inequalities. They investigate how health is influenced by a range of factors and consider the role of individuals, communities and governments in improving health outcomes.

Students also explore global health issues, considering how globalisation impacts health and wellbeing. They analyse public health initiatives and strategies aimed at improving population health.

#### Areas of Study

1. Understanding health and wellbeing
2. Promoting health in Australia

## Outcomes

On completion of this unit, the student should be able to:

- Analyse health trends and inequalities in Australia
- Evaluate strategies to improve health outcomes
- Explain the role of health initiatives and policies

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

In this unit, students examine health and human development on a global scale. They investigate differences in health status between countries and explore factors contributing to health inequalities.

Students analyse the role of international organisations, including the United Nations and the World Health Organization, in improving global health. They also explore the Sustainable Development Goals and evaluate strategies to address global health challenges.

#### Areas of Study

1. Global health and human development
2. Health and the Sustainable Development Goals

## Outcomes

On completion of this unit, the student should be able to:

- Analyse global health issues and inequalities

- Evaluate strategies to improve global health and development
- Explain the role of international organisations and initiatives

## Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

# Outdoor and Environmental Studies

## VCE Units 1 and 2

### Unit 1 – Connections with Outdoor Environments

In this unit, students explore how individuals and groups connect with outdoor environments. They examine a range of perspectives, including Indigenous and non-Indigenous relationships with nature, and consider how experiences shape understanding and appreciation of outdoor environments.

Students engage in practical outdoor experiences to develop their understanding of how humans interact with nature. They investigate the factors that influence access to and engagement with outdoor environments, and reflect on their own personal responses.

#### Areas of Study

1. Connections with outdoor environments

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse relationships between people and outdoor environments
- Explain factors influencing connections with nature
- Reflect on personal outdoor experiences

### Unit 2 – Discovering Outdoor Environments

In this unit, students investigate how outdoor environments are understood and managed. They examine the impact of natural processes and human activity on outdoor environments through case studies.

Students develop practical skills through outdoor experiences and analyse strategies to minimise human impact. They also explore how different perspectives influence the management and sustainability of outdoor environments.

#### Areas of Study

1. Discovering outdoor environments

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse the impact of natural and human factors on outdoor environments
- Evaluate strategies for sustainable management
- Apply knowledge through outdoor experiences

## VCE Units 3 and 4

### Unit 3 – Relationships with Outdoor Environments

In this unit, students explore the ecological, historical and social relationships between humans and outdoor environments in Australia. They examine how these relationships have changed over time and consider the factors influencing these changes.

Students investigate a range of outdoor environments through case studies and practical experiences, developing an understanding of how human interactions impact the natural world.

#### Areas of Study

1. Relationships with outdoor environments

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse changing relationships between humans and outdoor environments
- Evaluate factors influencing these relationships
- Apply knowledge through investigation and outdoor experiences

### Unit 4 – Sustainable Outdoor Environments

In this unit, students investigate the sustainability of outdoor environments and the importance of responsible management. They examine the health of outdoor environments and consider strategies to protect and maintain these environments for future generations.

Students undertake an independent investigation, applying their understanding to real-world contexts. They evaluate management practices and explore how individuals and communities can contribute to sustainability.

#### Areas of Study

1. Sustainable outdoor environments

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse the sustainability of outdoor environments
- Evaluate management strategies
- Conduct an independent investigation into environmental issues

## Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

# Physical Education

## VCE Units 1 and 2

### Unit 1 – The Human Body in Motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. They examine how these body systems respond and adapt to physical activity, sport and exercise.

Students investigate the role of each system and how they contribute to movement and performance. They also consider factors that may limit or enhance participation in physical activity, including injury prevention and safe practice.

#### Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. What role does the cardiorespiratory system play in movement?

#### Outcomes

On completion of this unit, the student should be able to:

- Explain how body systems contribute to movement
- Analyse how the body responds to physical activity
- Apply knowledge to improve participation and performance

### Unit 2 – Physical Activity, Sport, Exercise and Society

In this unit, students explore the role of physical activity, sport and exercise in society. They examine how participation influences health and wellbeing and investigate factors that affect engagement in physical activity across different population groups.

Students analyse contemporary issues in sport and physical activity and evaluate strategies to promote participation. They also investigate the social, cultural and environmental influences on activity levels.

#### Areas of Study

1. How do physical activity, sport and exercise contribute to healthy lifestyles?
2. What are the contemporary issues associated with physical activity and sport?

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse the benefits of physical activity for health and wellbeing

- Evaluate factors influencing participation
- Examine contemporary issues in sport and physical activity

## VCE Units 3 and 4

### Unit 3 – Movement Skills and Energy for Physical Activity

In this unit, students investigate the biomechanical and skill acquisition principles that influence movement and performance. They analyse how energy systems contribute to physical activity and examine how the body produces and uses energy during exercise.

Students apply their understanding to improve movement efficiency and performance. They also explore fatigue, recovery and strategies to enhance performance.

#### Areas of Study

1. How are movement skills improved?
2. How does the body produce energy?

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse movement skills and performance
- Explain how energy systems contribute to activity
- Apply strategies to improve performance

### Unit 4 – Training to Improve Performance

In this unit, students explore training principles and methods used to improve performance in physical activity. They analyse training programs and evaluate how physiological, psychological and sociocultural factors influence performance.

Students design and evaluate training programs, applying knowledge of fitness components, training methods and performance analysis. They also consider how training can be adapted to meet individual needs.

#### Areas of Study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?
3. How can key knowledge be applied to a specific physical activity?

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse and evaluate training methods
- Design training programs to improve performance
- Apply knowledge to enhance physical activity outcomes

## Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

## VCE VET Certificate III in Sport, Aquatics and Recreation

The VCE VET Certificate III in Sport, Aquatics and Recreation (SIS30122) program offers students a practical, hands-on learning experience that develops the skills and knowledge required for participation and employment within the sport, fitness, and recreation industries. This nationally recognised qualification provides an excellent pathway for students interested in careers such as coaching, fitness instruction, sport administration, or community recreation.

Throughout the course, students engage in a range of units that focus on core industry skills. These include planning and conducting sport and recreation sessions, developing and maintaining sport and fitness skills, providing first aid, working effectively in a team environment, and understanding workplace health and safety practices. Students also learn about customer service, risk management, and how to support participation in a variety of physical activities.

A key feature of the program is its strong emphasis on practical application. Students are regularly involved in delivering and participating in sport and recreation activities, often working collaboratively to plan and run sessions for peers or younger students. This real-world experience helps build confidence, leadership, and communication skills that are highly valued in the industry.

Assessment is competency-based and includes a combination of practical demonstrations, observation, written tasks, and project work. Students must demonstrate their ability to perform specific skills to an industry standard.

The VET Sport and Recreation program contributes to a student's VCE or VCE VM and may include scored assessment through a written examination. It also offers opportunities for Structured Workplace Learning (SWL), allowing students to gain valuable experience in real workplace settings.

Overall, this course provides a strong foundation for further study or employment in the sport and recreation sector, while equipping students with transferable skills that are beneficial across a wide range of career pathways. The competencies contribute to the students ATAR.

### Units for the 1 and 2 Course

- HLTWHS001 – Participate in workplace health and safety (Core)
- SISXCCS004 – Provide quality service (Core)
- SISXEMR003 – Respond to emergency situations (Core)
- SISXFAC006 – Maintain activity equipment (Core)
- SISXIND011 – Maintain sport, fitness and recreation industry knowledge (Core)
- HLTAID011 – Provide first aid (Elective)
- SISCAQU020 – Perform Water Rescues (Elective)
- SISSSOF002 – Continuously improve officiating skills and knowledge (Elective)
- BSBPEF301 – Organise personal work priorities (Elective)
- HLTAID009 – Provide cardiopulmonary resuscitation (Elective)
- SISOFD001 – Assist in conducting recreation sessions (Imported Elective)

### Units for the 3 and 4 Course

- BSBWHS308 – Participate in WHS hazard identification, risk assessment and risk control processes (Core)
- SISSCO001 – Conduct sports coaching sessions with foundation level participants (Elective)
- SISXPLD002 – Deliver recreational sessions (Elective)
- SISXPLD004 – Facilitate groups (Elective)

## Geography

### VCE Units 1 and 2

#### Unit 1 – Hazards and Disasters

In this unit, students explore the nature of hazards and disasters and their impacts on people and environments. They investigate the causes and characteristics of different types of hazards, including natural and human-induced events.

Students examine how communities prepare for, respond to and recover from disasters. They also analyse the effectiveness of mitigation strategies and the role of technology and planning in reducing risk.

#### Areas of Study

1. Characteristics of hazards
2. Responses to hazards and disasters

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse the nature of hazards and the impacts of hazard events at a range of scales
- Analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters

#### Unit 2 – Tourism: Issues and Challenges

In this unit, students investigate the characteristics of tourism and its impacts on people, places and environments. They explore how tourism develops and changes over time and analyse its economic, social and environmental effects.

Students examine tourism at local, regional and global scales, considering the challenges of managing tourism sustainably. They evaluate strategies to balance economic benefits with environmental and cultural preservation.

#### Areas of Study

1. Characteristics of tourism
2. Impacts of tourism: issues and challenges

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse the nature of tourism at a range of scales

- Analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism

## VCE Units 3 and 4

### Unit 3 – Changing the Land

In this unit, students investigate processes that change land cover and land use. They examine how natural processes and human activities, such as deforestation and urbanisation, impact environments.

Students use fieldwork and geospatial data to analyse land use changes and evaluate the environmental, social and economic impacts of these changes.

#### Areas of Study

1. Land cover change
2. Land use change

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes
- Analyse land use change and evaluate its impacts

### Unit 4 – Human Population: Trends and Issues

In this unit, students explore the geography of human populations, including patterns of population change, movement and distribution. They investigate how populations grow and decline and how these changes impact environments and societies.

Students analyse population trends and consider how governments and organisations respond to population challenges. They evaluate strategies to address issues such as ageing populations, migration and urbanisation.

#### Areas of Study

1. Population dynamics
2. Population issues and responses

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse and discuss population dynamics on a global scale
- Analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these

## Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

## History: Empires (Available at CC only)

### VCE Units 1 and 2 – History: Empires

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

Students explore how empires developed and maintained power, including the use of economic and political advantage to influence and expand control economically, culturally and socially. They evaluate the consequences of empire expansion, especially for indigenous peoples.

### Areas of Study

1. The rise of empires
2. Encounters, challenge and change

### Outcomes

On completion of these units, the student should be able to:

- Explain the significant features of an empire and analyse its rise and expansion
- Analyse the challenges and changes faced by the empire and evaluate the consequences of its imperial encounters in new territories and colonies, and on Indigenous peoples

### Assessment

Assessment is derived from a combination of tasks including:

- Historical inquiry
- Essays
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- Multimedia presentations

50% will be derived from School Assessed Coursework and 50% from the end-of-year examination.

# History: Modern

## VCE Units 1 and 2 – History: Modern History

### Unit 1 – Change and Conflict

In this unit, students explore the nature of social, political, economic and cultural change in the late 19th and early 20th centuries. They explore how significant events, ideas, individuals and movements shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Students analyse how ideologies influenced the development of new nation states and how societies responded to changing political and economic conditions. They examine case studies such as the rise of Nazi Germany and the impact of the Great Depression in the USA to understand broader patterns of cultural continuity and change.

#### Areas of Study

1. Ideology and conflict
2. Social and cultural change

#### Outcomes

On completion of this unit, the student should be able to:

- Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two
- Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes

### Unit 2 – The Changing World Order

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

Students explore how the Cold War ended and analyse the challenges and changes that emerged in the post-Cold War world. They consider how individuals, movements and global events contributed to continuity and change in the late 20th and early 21st centuries.

#### Areas of Study

1. Causes, course and consequences of the Cold War
2. Challenge and Change

#### Outcomes

On completion of this unit, the student should be able to:

- Explain the causes of the Cold War and analyse its consequences on nations and people

- Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred

## Assessment

Assessment is derived from a combination of tasks including:

- Historical inquiry
- Essays
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- Multimedia presentations

50% will be derived from School Assessed Coursework and 50% from the end-of-year examination.

# History: Revolutions

## VCE Units 3 and 4 – History: Revolutions

### Units 3 and 4 – Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. 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. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

In these units, students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people.

### Areas of Study

1. Causes of Revolution
2. Consequences of Revolution

### Outcomes

On completion of these units, the student should be able to:

- Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements
- Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society

## Study Score

The study score is based on the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 and 4 School Assessed Coursework (including historical inquiry, evaluation of sources, extended responses and an essay) – 50%
- End-of-year written examination (externally set and assessed) – 50%

## Philosophy (Available at Wheelers Hill only)

### VCE Units 1 and 2

#### Unit 1 – Philosophy, existence and knowledge

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. As students investigate central concepts and problems, they will also consider the relationship between philosophical problems and relevant contemporary debates.

#### Areas of Study

1. The nature and methods of philosophy
2. Metaphysics
3. Epistemology

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse the distinctive nature of philosophy and recognise and apply techniques of philosophical reasoning
- Analyse metaphysical problems and evaluate viewpoints and arguments arising from these and analyse metaphysical problems in relevant contemporary debates
- Analyse epistemological problems and evaluate viewpoints and arguments arising from these, and analyse epistemological problems in relevant contemporary debates

#### Unit 2 – Questions of Value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised?

This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.

### Areas of Study

1. Ethics and moral philosophy
2. Further problems in value theory
3. Philosophy: its nature, purpose and value

### Outcomes

On completion of this unit, the student should be able to:

- Analyse problems in ethics and moral philosophy and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and explain the interplay between ethical and moral problems and contemporary ethical and moral debates
- Analyse selected problems in value theory and evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates
- Explain and evaluate the nature, purpose and value of philosophy

## Politics

### VCE Units 1 and 2

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

In this unit, students explore how political actors use power to influence decision-making at local, national and global levels. They examine the roles of key political actors, including governments, international organisations and non-state actors. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Students investigate how power is exercised and contested, and how global interconnectedness shapes political influence. They analyse contemporary political issues and consider how political actors pursue their interests.

### Areas of Study

1. Sovereignty and the national interest
2. Power and global political actors

### Outcomes

On completion of this unit the student should be able to:

- Analyse a contested political issue and evaluate the political significance of a state's pursuit of their national interests relating to this issue

- Analyse the power, interests and perspectives of global political actors and assess one state's political significance in achieving its national interests

## Unit 2 – Stability and Change

In this unit, students explore the principles, values and features of democratic systems. They examine the challenges facing democracies and consider how political systems respond to change. Students analyse global political issues, including threats to democracy and the role of alternative political systems. They evaluate how political systems contribute to stability and change, both nationally and globally.

Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises. Students also evaluate the political significance of global political actors relating to the chosen contemporary political issue of their choosing.

### Areas of Study

1. Global challenges to democracy
2. Global issue inquiry

### Outcomes

On completion of this unit the student should be able to:

- Analyse the extent to which democracy is challenged and evaluate the political significance of these challenges to democratic principles
- Analyse the power, perspectives and interests of global actors and evaluate their political significance in relation to one global issue

## VCE Units 3 and 4

### Unit 3 – Global Cooperation and Conflict

In this unit, students investigate global issues and crises, such as climate change, economic instability and humanitarian challenges. They examine the causes and consequences of these issues and analyse the responses of global actors.

Students explore how cooperation and conflict shape international relations and evaluate the effectiveness of strategies used to resolve global issues.

### Areas of Study

1. Global issues, global responses
2. Contemporary crisis: conflict, stability and change

### Outcomes

On completion of this unit the student should be able to:

- Analyse the causes and consequences of one global issue and evaluate the effectiveness of global actors' responses in resolving the issue

- Analyse one contemporary crisis and discuss how global actors' responses have contributed to political stability and/or change

## Unit 4 – Power in the Indo-Pacific

In this unit, students examine the strategic significance of the Indo-Pacific region. They explore how power is exercised by states and how national interests shape decision-making.

Students analyse Australia's role in the region, considering its relationships, strategic priorities and responses to regional issues. They evaluate how political actions influence stability and change in the Indo-Pacific.

### Areas of Study

1. Power and national interest in the Indo-Pacific
2. Australia's role in the region

### Outcomes

On completion of this unit the student should be able to:

- Analyse the various sources and forms of power used by a state in the Indo-Pacific region and evaluate the extent to which it is able to achieve its national interests
- Analyse different perspectives on Australia's national interests in the Indo-Pacific region and evaluate the degree to which Australia's pursuit of its national interests has resulted in cooperation or conflict with three states in the region

### Study Score

The study score is based on School Assessed Coursework and an end-of-year written examination.

# 07 Languages

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Studying a language at VCE level develops advanced communication, intercultural understanding and critical thinking skills. Through Chinese, French or German, students learn to analyse, interpret and present ideas with increasing accuracy and sophistication.

VCE Languages are academically rigorous and support strong literacy and analytical skills, while also opening pathways to global careers, international study and travel.

At Caulfield Grammar School, students benefit from access to native-speaking language assistants, providing valuable opportunities for authentic communication and support in preparing for oral assessments.

## Chinese Second Language

### VCE Units 1 and 2 – Chinese Second Language

#### Unit 1 – Chinese Second Language

In this unit, students develop their ability to communicate in Chinese across a range of familiar and personal contexts. They build their skills in exchanging meaning, interpreting information and presenting ideas, while developing their understanding of language and culture.

Students engage with a variety of spoken, written and visual texts, learning to interpret meaning and respond appropriately in both Chinese and English. They develop their ability to communicate clearly and effectively in spoken and written Chinese, using appropriate vocabulary and language structures.

Key topics explored in this unit include Pets and Personality, Relationships, and Education and Aspirations. Through these themes, students discuss personal experiences, describe relationships, and express ideas about their future, developing confidence and fluency in real-life communication.

#### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

#### Outcomes

On completion of this unit, the student should be able to:

- Exchange meaning in a spoken interaction in Chinese
- Interpret information from two texts on the same subtopic and respond in writing in Chinese and English
- Present information, concepts and ideas in writing in Chinese for a specific audience and purpose

## Unit 2 – Chinese Second Language

In this unit, students extend their ability to communicate in Chinese across a wider range of contexts and audiences. They build on their skills in interpreting and responding to spoken, written and visual texts, and develop their capacity to express ideas in more detail and with increasing accuracy.

Students engage with a variety of texts, learning to analyse information and use it to create extended written responses. They also develop their ability to explain ideas and concepts orally, with a focus on clarity and effective communication.

Key topics explored in this unit include History and Culture, Holidays and Travel, and Interests and Hobbies. Through these themes, students deepen their understanding of Chinese-speaking communities while expanding their ability to communicate about experiences, interests and cultural perspectives.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

### Outcomes

On completion of this unit, the student should be able to:

- Respond in writing in Chinese to spoken, written or visual texts
- Analyse and use information from texts to produce an extended written response in Chinese
- Explain information, ideas and concepts orally in Chinese to a specific audience

### Assessment (Units 1 and 2)

Assessment tasks may include:

- Responses to spoken, written and visual texts
- Oral exchanges of information
- Production of original texts in Chinese
- End-of-semester examinations

## VCE Units 3 and 4 – Chinese Second Language

### Unit 3 – Chinese Second Language

In this unit, students develop their ability to use Chinese to exchange information, interpret and analyse texts, and present ideas across a range of contexts. The focus is on building accuracy, fluency and depth of understanding, as students engage with more complex language and ideas.

Students work with a variety of spoken, written and visual texts, learning to interpret meaning, analyse perspectives and identify key information. They participate in discussions and exchanges, expressing ideas and opinions with increasing confidence and sophistication.

Key topics explored in this unit include Innovation in Technology, Wellbeing of Youth, and Study Abroad.

Through these themes, students examine contemporary issues and cultural perspectives and develop their ability to communicate thoughtfully and effectively.

In presentational communication, students produce extended written and spoken responses, demonstrating their ability to organise and develop ideas for specific audiences and purposes.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

### Outcomes

On completion of this unit, the student should be able to:

- Participate in spoken exchanges of information, ideas and opinions in Chinese
- Interpret and analyse information from a range of texts
- Present extended written and spoken responses

## Unit 4 – Chinese Second Language

In this unit, students consolidate their language skills and apply them in more complex and extended contexts. They engage with a range of spoken, written and visual texts, developing their ability to interpret, analyse and evaluate ideas and perspectives.

Students produce extended written responses in Chinese, including persuasive and evaluative texts, and participate in discussions that demonstrate their understanding of language and culture. A key focus of this unit is the development of a detailed study, where students investigate an aspect of Chinese language and culture and present their findings in spoken Chinese.

Key topics explored in this unit include Environment and Sustainability and Volunteering. Through these themes, students examine contemporary issues and cultural perspectives and develop their ability to communicate with depth and precision.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

### Outcomes

On completion of this unit, the student should be able to:

- Share information, ideas and opinions in a spoken exchange in Chinese (detailed study)
- Analyse and use information from texts to produce an extended written response in Chinese
- Respond critically to spoken and written texts in Chinese

## Assessment (Units 3 and 4)

Assessment includes:

- Role plays, discussions and oral tasks
- Listening, reading and viewing tasks
- Extended written responses in Chinese

## Study Score

The study score is based on the student's moderated School Assessed Coursework scores and external examinations as follows:

- Unit 3 School Assessed Coursework – 25%
- Unit 4 School Assessed Coursework – 25%
- End-of-year Oral Examination (externally assessed) – 12.5%
- End-of-year Written Examination (externally set and assessed) – 37.5%

# Chinese Second Language Advanced

## VCE Units 1 and 2 – Chinese Second Language Advanced

### Unit 1 – Chinese Second Language Advanced

In this unit, students develop their ability to communicate in Chinese with greater precision, depth and flexibility across a range of personal and social contexts. Designed for students with strong prior experience, the course emphasises the development of more sophisticated language use and a deeper understanding of cultural perspectives.

Students engage with a range of spoken, written and visual texts, analysing how language is used to convey meaning and reflect cultural ideas. They exchange information, interpret nuanced meanings, and create their own spoken and written responses with increasing control over vocabulary, grammar and style.

Key topics explored in this unit include Chinese Cities, Hosting Events, and Environment. Through these themes, students present information in structured formats, reflect on personal and social experiences, and experiment with more creative and expressive language, including informative, personal and imaginative writing.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

### Outcomes

On completion of this unit, the student should be able to:

- Exchange meaning in a spoken interaction in Chinese
- Interpret information from texts and respond in writing in Chinese and English
- Present information, concepts and ideas in writing in Chinese for a specific audience and purpose

## Unit 2 – Chinese Second Language Advanced

In this unit, students extend their ability to communicate in Chinese with increasing accuracy, flexibility and sophistication. They engage with more complex ideas and texts, developing their capacity to analyse, evaluate and present information across a range of contexts and audiences.

Students work with a variety of spoken, written and visual texts, interpreting meaning and analysing how language is used to convey perspectives. They develop greater independence in expressing ideas, producing extended written responses that demonstrate control over different text types and writing styles.

Key topics explored in this unit include Education, Technology and Education, and Modern Chinese Culture. Through these themes, students engage in evaluative, persuasive and informative writing, and experiment with a range of text types, demonstrating their ability to communicate ideas with clarity and depth.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

### Outcomes

On completion of this unit, the student should be able to:

- Respond in writing in Chinese to spoken, written or visual texts
- Analyse and use information from texts to produce an extended written response in Chinese
- Explain information, ideas and concepts orally in Chinese to a specific audience

### Assessment (Units 1 and 2)

Assessment tasks may include:

- Responses to spoken, written and visual texts
- Oral presentations and discussions
- Production of extended written texts in Chinese
- End-of-semester examinations

## VCE Units 3 and 4 – Chinese Second Language Advanced

### Unit 3 – Chinese Second Language Advanced

In this unit, students develop their ability to use Chinese to exchange information, interpret and analyse

texts, and present ideas with a high level of accuracy and sophistication. The focus is on refining language skills and engaging with complex ideas, perspectives and cultural contexts.

Students work with a wide range of spoken, written and visual texts, analysing how language is used to convey meaning and viewpoints. They interpret information, evaluate perspectives and respond critically, demonstrating increasing independence and control in their language use.

Key topics explored in this unit include Education and Aspirations, History and Culture, and The Influence of Science and Technology. Through these themes, students examine contemporary and cultural issues, and develop their ability to discuss, analyse and express ideas in depth.

In interpersonal communication, students participate in sustained discussions, exchanging and justifying opinions. In presentational communication, they produce extended written and spoken responses, demonstrating clarity, structure and sophistication for specific audiences and purposes.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

### Outcomes

On completion of this unit, the student should be able to:

- Participate in spoken exchanges of information, ideas and opinions in Chinese
- Interpret and analyse information from a range of texts
- Present extended written and spoken responses with accuracy and sophistication

## Unit 4 – Chinese Second Language Advanced

In this unit, students consolidate their language skills and apply them in complex and extended contexts. They engage with a wide range of spoken, written and visual texts, developing their ability to interpret, analyse and evaluate ideas and perspectives with a high level of accuracy and sophistication.

Students produce extended written responses in Chinese, including persuasive and evaluative texts, and participate in discussions that demonstrate depth of understanding of language and culture. A key focus of this unit is the development of a detailed study, where students investigate an aspect of Chinese language and culture and present their findings in spoken Chinese.

Key topics explored in this unit include Chinese Tradition and Culture and Globalisation. Through these themes, students examine cultural practices, contemporary issues and global perspectives, and develop their ability to communicate ideas with clarity, depth and precision.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Share information, ideas and opinions in a spoken exchange in Chinese (detailed study)
- Analyse and use information from texts to produce an extended written response in Chinese
- Respond critically to spoken and written texts in Chinese

## Assessment (Units 3 and 4)

Assessment includes:

- Role plays, discussions and oral tasks
- Listening, reading and viewing tasks
- Extended written responses in Chinese

## Study Score

The study score is based on the student's moderated School Assessed Coursework scores and external examinations as follows:

- Unit 3 School Assessed Coursework – 25%
- Unit 4 School Assessed Coursework – 25%
- End-of-year Oral Examination (externally assessed) – 12.5%
- End-of-year Written Examination (externally set and assessed) – 37.5%

# Chinese First Language

## VCE Units 1 and 2 – Chinese First Language

### Unit 1 – Chinese First Language

In this unit, students develop their ability to communicate effectively in Chinese across a range of personal and social contexts. Designed for students with a high level of language proficiency, the course focuses on refining accuracy, fluency and sophistication in both spoken and written communication.

Students engage with a variety of spoken, written and visual texts, interpreting and reorganising information and ideas. They establish and maintain exchanges on issues of interest, demonstrating control over language structures and the ability to express and justify ideas.

Key topics explored in this unit include Self and Others and The World Around Us. Through these themes, students reflect on personal identity, relationships and their place in the world, while developing the ability to communicate ideas with clarity and depth.

Students also produce imaginative responses in spoken or written form, demonstrating creativity and flexibility in their use of language.

## Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Establish and maintain a spoken or written exchange related to an issue of interest or concern
- Interpret and reorganise information and ideas from two texts on the same subtopic
- Produce an imaginative spoken or written response

## Unit 2 – Chinese First Language

In this unit, students extend their ability to communicate in Chinese with increasing independence and sophistication. They engage with more complex ideas and texts, developing their capacity to analyse, respond and create meaning across a range of contexts.

Students participate in spoken or written exchanges that focus on resolving issues, demonstrating their ability to negotiate meaning and express viewpoints clearly and effectively. They work with multiple texts, producing responses that show depth of understanding and control of language.

Key topics explored in this unit include Tradition and Change in Chinese-speaking Communities and The World Around Us. Through these themes, students examine cultural perspectives, social developments and contemporary issues, and develop their ability to analyse and evaluate ideas in depth.

Students also produce personal and informative responses to fictional texts, demonstrating their ability to interpret, reflect and communicate ideas with precision and insight.

## Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Participate in a spoken or written exchange focusing on the resolution of an issue
- Produce a spoken or written response to two texts on the same subtopic
- Produce a personal or informative spoken or written response to a fictional text

## Assessment (Units 1 and 2)

Assessment tasks may include:

- Oral tasks

- Responses to spoken, written and visual texts
- Production of written texts in Chinese
- End-of-semester examinations

## VCE Units 3 and 4 – Chinese First Language

### Unit 3 – Chinese First Language

In this unit, students develop their ability to communicate effectively in Chinese by presenting and exchanging information, opinions and experiences. They engage with a range of spoken and viewed texts, analysing and using information to develop their understanding of language and ideas.

Students produce original imaginative written texts, demonstrating creativity, control of language and the ability to express ideas with sophistication. The focus is on refining accuracy, fluency and depth of expression across a range of contexts.

Key themes explored in this unit include The World Around Us and Tradition and Change in Chinese-speaking Communities. Through these themes, students analyse contemporary and cultural issues and develop their ability to communicate ideas with clarity and depth.

#### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

#### Outcomes

On completion of this unit, the student should be able to:

- Present and exchange information, opinions and experiences, and respond to questions
- Analyse and use information from spoken and viewed texts
- Express ideas through the production of original imaginative written texts

### Unit 4 – Chinese First Language

In this unit, students consolidate their language skills and apply them in complex and extended contexts. They engage with a range of spoken, written and visual texts, analysing and using information to develop informed and critical responses.

A key focus of this unit is the extended study of Literature and the Arts, drawn from a prescribed topic under the theme Tradition and Change in Chinese-speaking Communities. Students respond critically to texts, demonstrating a sophisticated understanding of language, culture and meaning.

Students also participate in discussions and exchanges, responding to texts and expressing ideas, opinions and interpretations with clarity, depth and precision.

#### Areas of Study

1. Interpersonal Communication

2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Analyse and use information from written and viewed texts
- Respond critically to spoken, written and viewed texts related to Literature and the Arts
- Exchange information, ideas and opinions in response to texts related to language and culture

## Assessment (Units 3 and 4)

Assessment tasks may include:

- Oral tasks
- Responses to spoken, written and visual texts
- Production of written texts in Chinese

## Study Score

School-assessed coursework for Units 3 and 4 contributes 50% to the final assessment. The level of achievement is also assessed by end-of-year examinations, which contribute 50% to the final assessment:

- End-of-year Oral Examination – 10%
- End-of-year Written Examination – 40%

# French

## VCE Units 1 and 2 – French

### Unit 1 – French

In this unit, students develop their ability to communicate in French across a range of familiar and personal contexts. They strengthen their skills in exchanging meaning, interpreting information and presenting ideas while building their understanding of language and culture in French-speaking communities.

Students engage with a variety of spoken, written and visual texts, learning to interpret meaning and respond appropriately in French. They develop confidence in spoken and written communication through increasingly accurate vocabulary, grammar and language structures, while also deepening their intercultural awareness.

Key topics explored throughout this unit allow students to communicate about personal experiences, relationships and everyday life while building fluency and confidence in real-world communication.

### Areas of Study

1. Interpersonal Communication

2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Communicate effectively in spoken and written French
- Interpret information from a range of texts
- Present ideas and information for specific audiences

## Unit 2 – French

In this unit, students extend their ability to communicate in French across a broader range of contexts and audiences. They build on their skills in interpreting and responding to spoken, written and visual texts while developing greater independence, accuracy and flexibility in communication.

Students engage with a variety of texts, analysing information and exploring how language is used across different contexts and for different purposes. They strengthen their ability to exchange ideas, express opinions and create more detailed spoken and written responses while deepening their understanding of cultural perspectives.

Key topics explored throughout this unit support students in communicating about contemporary issues, experiences and ideas with increasing confidence and sophistication.

## Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Exchange information and ideas in French
- Analyse and interpret texts
- Create spoken and written texts for a range of purposes

## Assessment (Units 1 and 2)

Assessment tasks may include:

- Responses to written, spoken and visual texts
- Oral exchanges of information
- Production of original texts in French
- End-of-semester examinations

## VCE Units 3 and 4 – French

### Unit 3 – French

In this unit, students develop their ability to use French to exchange information, interpret and analyse texts, and present ideas across a range of contexts. They refine their language skills through engagement with more complex ideas, perspectives and cultural issues.

Students work with a variety of spoken, written and visual texts, analysing meaning, perspectives and key information. They participate in discussions and exchanges, expressing ideas and opinions with increasing accuracy, fluency and sophistication.

Key themes explored throughout this unit enable students to examine social, cultural and contemporary issues while developing their ability to communicate thoughtfully and effectively. In presentational communication, students produce extended written and spoken responses for specific audiences and purposes.

#### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

#### Outcomes

On completion of this unit, the student should be able to:

- Participate in spoken exchanges of information, ideas and opinions in French
- Analyse and interpret information from a range of texts
- Present extended written and spoken responses

### Unit 4 – French

In this unit, students consolidate their language skills and apply them in more complex and extended contexts. They investigate aspects of culture in French-speaking communities and analyse how language reflects cultural practices, perspectives and ideas.

Students engage with a range of spoken, written and visual texts, developing their ability to interpret, analyse and evaluate meaning. They produce extended written responses, including persuasive and evaluative texts, and participate in discussions that demonstrate depth of understanding of language and culture.

Key themes explored throughout this unit support students in communicating with greater precision, sophistication and intercultural understanding.

#### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Analyse and discuss cultural perspectives in French-speaking contexts
- Create extended written texts for specific purposes and audiences
- Communicate effectively in spoken French

## Assessment (Units 3 and 4)

Assessment includes:

- Role plays, discussions and oral tasks
- Listening, reading and viewing tasks
- Written responses, including letters, articles, journal entries, emails and speeches

## Study Score

The study score is based on the student's moderated School Assessed Coursework scores and external examinations as follows:

- Unit 3 School Assessed Coursework – 25%
- Unit 4 School Assessed Coursework – 25%
- End-of-year Oral Examination – 12.5%
- End-of-year Written Examination (externally set and assessed) – 37.5%

# German

## VCE Units 1 and 2 – German

### Unit 1 – German

In this unit, students develop their ability to communicate in German across a range of familiar and personal contexts. They strengthen their skills in exchanging meaning, interpreting information and presenting ideas while building their understanding of language and culture in German-speaking communities.

Students engage with a variety of spoken, written and visual texts, learning to interpret meaning and respond appropriately in German. They develop confidence in spoken and written communication through increasingly accurate vocabulary, grammar and language structures while deepening their intercultural awareness.

Key topics explored throughout this unit allow students to communicate about personal experiences, relationships and everyday life while building fluency and confidence in real-world communication.

### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication

### 3. Presentational Communication

#### Outcomes

On completion of this unit, the student should be able to:

- Participate in spoken interactions in German
- Interpret information from spoken, written and visual texts
- Present information and ideas in written and spoken forms

#### Unit 2 – German

In this unit, students extend their ability to communicate in German across a broader range of contexts and audiences. They build on their skills in interpreting and responding to spoken, written and visual texts while developing greater independence, accuracy and flexibility in communication.

Students engage with a variety of texts, analysing information and exploring how language is used across different contexts and for different purposes. They strengthen their ability to exchange ideas, express opinions and create more detailed spoken and written responses while deepening their understanding of cultural perspectives.

Key topics explored throughout this unit support students in communicating about contemporary issues, experiences and ideas with increasing confidence and sophistication.

#### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

#### Outcomes

On completion of this unit, the student should be able to:

- Exchange information and ideas in written and spoken German
- Analyse and interpret texts
- Create extended written and spoken responses for different purposes

#### Assessment (Units 1 and 2)

Assessment tasks may include:

- Responses to written, spoken and visual texts
- Oral exchanges of information
- Production of original texts in German
- End-of-semester examinations

## VCE Units 3 and 4 – German

### Unit 3 – German

In this unit, students develop their ability to use German to exchange information, interpret and analyse texts, and present ideas across a range of contexts. They refine their language skills through engagement with more complex ideas, perspectives and cultural issues.

Students work with a variety of spoken, written and visual texts, analysing meaning, perspectives and key information. They participate in discussions and exchanges, expressing ideas and opinions with increasing accuracy, fluency and sophistication.

Key themes explored throughout this unit enable students to examine social, cultural and contemporary issues while developing their ability to communicate thoughtfully and effectively. In presentational communication, students produce extended written and spoken responses for specific audiences and purposes.

#### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

#### Outcomes

On completion of this unit, the student should be able to:

- Participate in spoken exchanges of information, ideas and opinions in German
- Analyse and interpret information from a range of texts
- Produce extended written and spoken responses

### Unit 4 – German

In this unit, students consolidate their language skills and apply them in more complex and extended contexts. They investigate aspects of culture in German-speaking communities and analyse how language reflects cultural practices, perspectives and ideas.

Students engage with a range of spoken, written and visual texts, developing their ability to interpret, analyse and evaluate meaning. They produce extended written responses, including persuasive and evaluative texts, and participate in discussions that demonstrate depth of understanding of language and culture.

Key themes explored throughout this unit support students in communicating with greater precision, sophistication and intercultural understanding.

#### Areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

## Outcomes

On completion of this unit, the student should be able to:

- Analyse and discuss cultural perspectives and ideas in German-speaking contexts
- Create extended written texts for a range of purposes and audiences
- Communicate effectively in spoken German

## Assessment (Units 3 and 4)

Assessment tasks may include:

- Responses to spoken, written and visual texts
- Role plays, interviews and discussions
- Production of written texts in German

## Study Score

The study score is based on the student's moderated School Assessed Coursework scores and external examinations as follows:

- Unit 3 School Assessed Coursework – 25%
- Unit 4 School Assessed Coursework – 25%
- End-of-year Oral Examination (externally assessed) – 12.5%
- End-of-year Written Examination (externally set and assessed) – 37.5%

## VCE Mathematics Courses

Students may undertake different mathematics pathways in the senior years, depending on their achievement, confidence and future goals. The most appropriate pathway will vary from student to student and should reflect both readiness and intended post-school options.

### VCE Units 1 and 2

The following combinations are available in Year 11:

#### Course 1

- Units 3 and 4 Mathematical Methods
- Units 1 and 2 Specialist Mathematics
- Suitable for students satisfactorily progressing from Units 1 and 2 Mathematical Methods

#### Course 2

- Units 1 and 2 Mathematical Methods
- Units 1 and 2 Specialist Mathematics
- Suitable for students who studied Year 10 Extension/Enrichment Mathematics

#### Course 3

- Units 1 and 2 Mathematical Methods
- Units 3 and 4 General Mathematics
- Suitable for students who studied Year 10A Extension Mathematics

#### Course 4

- Units 1 and 2 Mathematical Methods
- Suitable for students satisfactorily progressing with at least B+ examination grades from Year 10A or Year 10 Extension/Enrichment Mathematics

#### Course 5

- Units 1 and 2 General Mathematics
- Suitable for students satisfactorily progressing from Year 10 Standard Mathematics or higher

## Course 6

- Units 1 and 2 Foundation Mathematics
- Suitable for students currently completing Year 10 Foundation Mathematics or those encountering difficulties with Year 10 Standard Mathematics

## Possible Mathematics Pathways

These combinations provide several senior pathways:

### 1. Mathematical Methods + Specialist Mathematics

This is the most advanced pathway and is designed for students with strong mathematical ability. It supports students considering university pathways that require high-level mathematics, such as engineering, physics, mathematics, some science courses and some commerce pathways.

There are two ways this can occur:

- **Year 11:** Units 1 and 2 Mathematical Methods + Units 1 and 2 Specialist Mathematics. **Year 12:** Units 3 and 4 Mathematical Methods + Units 3 and 4 Specialist Mathematics
- **Accelerated option:** Units 3 and 4 Mathematical Methods can be completed alongside Units 1 and 2 Specialist Mathematics where appropriate

### 2. Mathematical Methods + General Mathematics

This pathway suits students who are strong in mathematics and wish to continue studying more than one mathematics subject, but do not require the full Specialist Mathematics pathway. It provides breadth and is appropriate for many university courses, including some science, commerce, health and business-related pathways.

A common combination is:

- **Year 11:** Units 1 and 2 Mathematical Methods + Units 3 and 4 General Mathematics
- **Year 12:** Units 3 and 4 Mathematical Methods

### 3. Mathematical Methods only

This pathway is suitable for students who are confident and capable in mathematics and may need Mathematical Methods as a prerequisite for future study, but do not wish to undertake a second mathematics subject.

The pathway is:

- **Year 11:** Units 1 and 2 Mathematical Methods
- **Year 12:** Units 3 and 4 Mathematical Methods

#### 4. General Mathematics only

This pathway is suitable for students who wish to continue mathematics in a practical and applied context. General Mathematics focuses on topics such as data analysis, finance, matrices, networks and modelling.

The pathway is:

- **Year 11:** Units 1 and 2 General Mathematics
- **Year 12:** Units 3 and 4 General Mathematics

#### 5. Foundation Mathematics

This pathway is designed for students who benefit from a more accessible mathematics course focused on essential numeracy, practical applications and mathematical confidence.

The pathway is:

- **Year 11:** Units 1 and 2 Foundation Mathematics

### Areas of Study

Units 1 and 2:

- Mathematical Methods: Probability, Functions and Graphs, Algebra, Calculus
- Specialist Mathematics: Statistics, Complex Numbers, Algebra, Trigonometry, Calculus, Vectors, Kinematics, Proof, Graph Theory
- General Mathematics: Financial Arithmetic, Linear Algebra, Matrices, Networks and Decision Mathematics
- Foundation Mathematics: Basic Algebra, Number Skills, Data Analysis, Financial Mathematics, Measurement

Units 3 and 4:

- General Mathematics: Data analysis, Recursion and financial modelling, Graphs and relations, Matrices
- Mathematical Methods: Coordinate geometry, Functions, Calculus, Algebra, Statistics, Probability
- Specialist Mathematics: Coordinate

### Assessment

Assessment in Units 1 and 2 includes:

- Assignments
- Tests
- Summary or revision notes
- Modelling tasks
- Problem-solving tasks

- Mathematical investigations
- Use of technology in relevant tasks

For Units 3 and 4, achievement is based on:

- School Assessed Coursework – 50%
- Two end-of-year written examinations – 50%

For Mathematical Methods and Specialist Mathematics, the examinations are:

- Examination 1: No calculator, extended response
- Examination 2: Calculator, multiple-choice and extended response

For General Mathematics, the examinations are:

- Examination 1: Calculator, multiple choice
- Examination 2: Calculator, extended response

## Summary of Pathway Options

Students may therefore study:

- Mathematical Methods and Specialist Mathematics
- Mathematical Methods and General Mathematics
- Mathematical Methods only
- General Mathematics only
- Foundation Mathematics only

## Music Unit 1 & 2

### Unit 1 – Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

Students create short music works through arranging, composing or improvising. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

### Areas of Study

1. Performing
2. Creating
3. Analysing and Responding

### Outcomes

On completion of this unit, the student should be able to:

- Rehearse and present planned performances using technical control, expression and stylistic understanding
- Create short music works/responses that demonstrate their understanding of different approaches to musical organisation and reflect on the creative process
- Describe how music is organised by using a range of aural, theory and analysis music language

### Unit 2 – Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

Students create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As students analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

### Areas of Study

1. Performing
2. Creating
3. Analysing and Responding

### Outcomes

On completion of this unit, the student should be able to:

- Rehearse and present planned performances using technical control, expression and stylistic understanding, describing how they intend to convey specific musical effect(s)
- Create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process
- Identify the ways performers and creators convey effect in music, and identify, recreate and document music language concepts in context and isolation

## Music Unit 3 & 4 Music Contemporary Performance

This pathway focuses on developing a personal performance style through contemporary music genres. Students perform solo and ensemble works, reinterpret existing material and create original performances.

Students refine technical and expressive skills through rehearsal and feedback, while analysing how interpretation is shaped through practice. Students also develop aural and music language skills to support confident musicianship.

### Areas of Study

1. Performing
2. Analysing for performance
3. Responding

### Outcomes

On completion of these units, the student should be able to:

- Present solo and ensemble performances demonstrating technical and expressive control
- Analyse and refine their performance through rehearsal and reflection
- Apply aural, theory and analytical skills to support performance

## Music Unit 3 & 4 Music Repertoire Performance

This pathway focuses on the performance of notated works, developing technical precision, stylistic understanding and interpretive skill. Students prepare a performance program across a range of styles and eras, including ensemble and solo works.

Students analyse musical works and refine their performance through research, rehearsal and feedback. They develop a personal performance approach, supported by strong listening, memory and analytical skills.

### Areas of Study

1. Performance
2. Analysing for performance
3. Responding

### Outcomes

On completion of these units, the student should be able to:

- Present a performance program demonstrating technical and expressive mastery
- Evaluate their performance and refine their musical practice
- Analyse and interpret music using appropriate aural, theory and analysis music terminology

### Study Score

The study score is based on School Assessed Coursework, an end-of-year aural and written examination, and an external performance recital.

## VCE VET Music (Sound Production)

### CUA30920 Certificate III in Music

VCE/VET Music – Certificate III in Music (Sound Production) (CUA30920) enables students to develop advanced technical skills in recording, mixing and live sound within contemporary music and media contexts. The course focuses on the practical application of audio production, including working with digital audio workstations (DAWs), microphones and professional recording studios, as well as setting up and operating PA systems for live events. Students learn to capture, edit and mix sound to an industry standard while engaging in real-world studio and live production scenarios.

Through a structured program of nationally recognised units of competency, students build expertise in audio engineering, multitrack recording, studio workflow and live sound operations, alongside an understanding of copyright and industry practice. Emphasis is placed on collaboration, project-based learning and professional practice, preparing students for further study or employment pathways in areas such as sound engineering, music production and live event production.

## Aims

This study enables students to:

- Develop advanced practical skills in sound production, recording and audio engineering
- Apply industry-standard techniques in studio and live sound environments
- Understand the structure, roles and workflows of the contemporary music and audio industries
- Apply safe work practices in studio and live production settings
- Build pathways into further study, training or employment in sound production and related fields

## Pathways

Successful completion of this course supports pathways into:

- Certificate IV or Diploma in Music, Sound Production or Audio Engineering
- University courses in music, production and creative arts
- Employment in performance, live sound, recording and music industry roles

## Units 1 and 2 – Year 1

Students develop foundational skills in sound production, recording and industry practice. The course includes both practical and theoretical components, with a focus on core audio competencies and workflow.

### Units of Competency

- CUAIND314 – Plan a career in the creative arts industry (Core)
- CUACMP311 – Implement copyright arrangements (Core)
- CUAIND313 – Work effectively in the music industry (Core)
- CUASMPF314 – Make Music Demos (Sound Production Elective)
- CUASOU211 – Develop basic audio skills and knowledge (Sound Production Elective)
- CUASOU212 – Perform basic sound editing (Sound Production Elective)

### Areas of Study / Skills Development

- Recording and editing audio using digital audio workstations (DAWs)
- Microphone techniques and audio signal flow
- Basic studio operation and setup
- Introduction to live sound reinforcement
- Understanding the structure of the music and audio industry

## Units 3 and 4 – Year 2

Students extend their skills through more advanced sound production, studio and live sound applications. They work collaboratively and independently to complete industry-style projects.

### Units of Competency

- CUASOU306 – Operate sound reinforcement systems (Sound Production Elective)
- CUASOU317 – Record and mix a basic music demo (Sound Production Elective)
- CUASOU308 – Install and disassemble audio equipment (Sound Production Elective)
- CUASOU321 – Mix music in a studio environment (Sound Production Elective)
- CUASOU412 – Manage audio input sources (Sound Production Elective)

### Areas of Study / Skills Development

- Multitrack recording, mixing and basic mastering
- Operating sound systems for live performance
- Advanced use of DAWs and production techniques
- Studio session management and workflow
- Event production and audio planning

### Assessment Tasks

Assessment is competency-based and will include:

- Recording and production tasks
- Performance tasks
- Sound engineering projects
- Industry-based research and presentations

### Study Score

Contribution to the VCE study score is based on:

- School-assessed coursework (Units 3 and 4)
- Practical and applied assessment tasks

### Learning Outcomes

By the end of the course, students will be able to:

- Set up, record, edit and mix multitrack audio projects
- Operate studio and live sound equipment safely and effectively
- Apply microphone techniques and manage audio input sources

- Produce and refine music and audio for a range of contexts
- Understand industry structures, roles and career pathways
- Work collaboratively in studio and live production environments

### Why choose this subject?

This course is ideal for students interested in practical, hands-on learning in music and sound production. It provides real-world skills and industry experience, supporting pathways into:

- Live sound and event production
- Audio engineering and studio recording
- Music performance and production
- Technical roles within the music and creative industries

Students develop job-ready skills using industry-standard equipment and workflows, making this course a strong pathway into further training, apprenticeships, or employment.

## Biology

### VCE Units 1 and 2 – Biology

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

In this unit, students explore how cells and organisms maintain life through the regulation of internal processes. They investigate the structure and function of cells, including the movement of substances across membranes, and examine how cellular processes such as growth, repair and division support life.

Students also study how plant and animal systems function, including the role of specialised cells, tissues and organs in maintaining balance within organisms. Practical investigations develop skills in scientific inquiry, including designing experiments, collecting and analysing data, and drawing evidence-based conclusions.

#### Areas of Study

1. Cell structure and function
2. Plant and animal systems
3. Scientific investigation

#### Outcomes

On completion of this unit, the student should be able to:

- Explain how cells function and regulate processes
- Analyse how systems in organisms maintain balance
- Design and conduct scientific investigations

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

In this unit, students explore how genetic information is passed from one generation to the next and how this contributes to biodiversity. They investigate the role of chromosomes, genes and DNA in inheritance and apply this understanding to predict patterns of genetic variation.

Students examine how adaptations and evolutionary processes contribute to diversity within species and ecosystems. They also explore contemporary bioethical issues, considering how scientific knowledge is applied in areas such as genetics and biotechnology.

#### Areas of Study

1. Genetic inheritance
2. Adaptations and biodiversity

### 3. Bioethical issues

#### Outcomes

On completion of this unit, the student should be able to:

- Explain patterns of inheritance and genetic variation
- Analyse adaptations and their role in survival
- Evaluate ethical issues related to biological science

## VCE Units 3 and 4 – Biology

### Unit 3 – How do cells maintain life?

In this unit, students investigate the molecular processes that sustain life at a cellular level. They examine the structure and function of DNA, the processes of gene expression and protein synthesis, and how genetic information is used within cells.

Students also explore biochemical pathways, including photosynthesis and cellular respiration, and investigate how enzymes regulate these processes. They consider how biotechnology can be used to manipulate biological systems and address contemporary challenges.

#### Areas of Study

1. DNA, genes and protein synthesis
2. Biochemical pathways

#### Outcomes

On completion of this unit, the student should be able to:

- Explain how genetic information is expressed in cells
- Analyse biochemical processes and their regulation
- Evaluate applications of biotechnology

### Unit 4 – How does life change and respond to challenges?

In this unit, students explore how organisms respond to environmental challenges and how species change over time. They examine the immune response and how the body defends itself against pathogens.

Students investigate evolutionary processes, including genetic change, speciation and the evidence for evolution. They also undertake an independent scientific investigation, applying their knowledge and skills to explore a biological question related to cellular processes or biological change.

#### Areas of Study

1. Immune responses and disease

2. Evolution and biodiversity
3. Scientific investigation

## Outcomes

On completion of this unit, the student should be able to:

- Explain how organisms respond to challenges
- Analyse evolutionary processes and evidence
- Conduct and evaluate a scientific investigation

## Study Score

The study score is based on the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 School Assessed Coursework – 20%
- Unit 4 School Assessed Coursework – 30%
- End-of-year written examination (externally set and assessed) – 50%

# Chemistry

## VCE Units 1 and 2 – Chemistry

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

In this unit, students investigate the chemical structures and properties of a wide range of materials, including metals, ionic compounds and polymers. They explore how materials are used in society and consider how innovations in chemistry contribute to more sustainable production and a transition towards a circular economy.

Students develop their understanding of chemical terminology, formulas and equations, and apply this knowledge through practical investigations. They examine how the structure of substances influences their properties and how materials can be quantified and classified.

### Areas of Study

1. Chemical structures and properties of materials
2. Quantification and classification of substances
3. Sustainability and chemical innovation

## Outcomes

On completion of this unit, the student should be able to:

- Explain how the structure of materials determines their properties
- Analyse and classify chemical substances

- Evaluate sustainable practices in chemistry

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

In this unit, students explore chemical reactions and their applications in everyday life. They investigate how substances interact, with a focus on water chemistry, acids and bases, and redox reactions.

Students analyse how chemicals are measured and quantified, including the use of stoichiometry, volumetric analysis and the ideal gas equation. Through practical investigations, they develop skills in designing experiments, collecting and analysing data, and applying chemical concepts to real-world contexts.

### Areas of Study

1. Interaction of chemicals in water
2. Measurement and analysis of chemical reactions
3. Scientific investigation

### Outcomes

On completion of this unit, the student should be able to:

- Explain chemical interactions and reactions
- Apply quantitative skills to analyse chemical data
- Conduct and evaluate scientific investigations

## Assessment (Units 1 and 2)

Assessment is based on a range of tasks, including:

- Practical investigations and reports
- Analysis and evaluation of data
- Problem-solving tasks
- Research tasks and case studies
- Scientific posters and multimedia presentations

## VCE Units 3 and 4 – Chemistry

### Unit 3 – How do chemists design and produce new substances?

In this unit, students investigate the biological and psychological processes that underpin learning and memory. They examine how the nervous system enables interaction with the environment and how stress can influence psychological functioning.

Students explore key models of memory and learning, and consider how this knowledge can be applied to enhance learning and performance. They also examine emerging research in psychology, including the

relationship between the gut and the brain.

### Areas of Study

1. The nervous system and behaviour
2. Learning and memory

### Outcomes

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

- Analyse how the nervous system influences behaviour
- Evaluate models of learning and memory
- Apply psychological knowledge to real-world contexts

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

In this unit, students explore the structure and reactions of organic compounds. They investigate how carbon-based molecules are synthesised, analysed and applied in areas such as pharmaceuticals and materials science.

Students examine organic reaction pathways, functional groups and analytical techniques, including spectroscopy and chromatography. They consider the role of green chemistry in designing sustainable processes and products.

### Areas of Study

1. Synthesis and classification of organic compounds
2. Analysis of organic substances

### Outcomes

On completion of this unit, the student should be able to:

- Analyse the structure and reactions of organic compounds
- Apply analytical techniques to identify substances
- Evaluate sustainable practices in organic chemistry

### Study Score

The study score is based on the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 School Assessed Coursework – 20%
- Unit 4 School Assessed Coursework – 30%
- End-of-year written examination (externally set and assessed) – 50%

# Environmental Science (Available at CC only)

## VCE Units 1 and 2 – Environmental Science

### Unit 1 – How are Earth’s dynamic systems interconnected to support life?

In this unit, students explore how Earth’s atmosphere, hydrosphere, lithosphere and biosphere interact to support life. They investigate the movement of energy and nutrients through these systems and examine how biotic and abiotic components work together to sustain ecosystems.

Students also examine how these systems change over time, considering both natural processes and human influences. Through scientific investigations, they develop skills in collecting and analysing data, and in drawing evidence-based conclusions about environmental change.

#### Areas of Study

1. Interconnections within Earth’s systems
2. Changes in Earth’s systems over time
3. Scientific investigation

#### Outcomes

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

- Explain how Earth’s systems interact to support life
- Analyse environmental change over time
- Design, conduct and evaluate scientific investigations

### Unit 2 – What affects Earth’s capacity to sustain life?

In this unit, students investigate the factors that influence Earth’s ability to sustain life, including pollution, resource use and environmental management. They examine how human activities impact natural systems and evaluate strategies to reduce environmental harm.

Students explore key issues such as agricultural systems, food and water security, and the role of science in addressing environmental challenges. They assess different approaches to managing resources sustainably and consider the implications for ecosystems and society.

#### Areas of Study

1. Impacts of pollutants on Earth’s systems
2. Food and water security
3. Environmental management and sustainability

#### Outcomes

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

- Analyse factors affecting Earth's capacity to sustain life
- Evaluate strategies for managing environmental challenges
- Apply scientific knowledge to real-world sustainability issues

## VCE Units 3 and 4

### Unit 3 – How can biodiversity and development be sustained?

In this unit, students explore the value of biodiversity and the challenges of balancing environmental conservation with human development. They investigate how biodiversity has changed over time and analyse the key threats impacting ecosystems.

Students examine and evaluate environmental management strategies, considering the roles and perspectives of different stakeholders in decision-making. They apply principles of sustainability to assess solutions that aim to protect biodiversity while supporting development.

#### Areas of Study

1. Biodiversity and ecosystem health
2. Environmental management and sustainability

#### Outcomes

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

- Explain the importance of biodiversity
- Analyse threats to ecosystems
- Evaluate strategies that support sustainable development

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

In this unit, students investigate the causes and impacts of climate change, including how it is measured, modelled, and predicted. They examine the role of human energy use in driving environmental change and evaluate the sustainability of different energy sources.

Students also design and conduct a scientific investigation related to environmental or climate science, applying their skills to analyse data and propose evidence-based solutions to real-world challenges.

#### Areas of Study

1. Climate change and its impacts
2. Energy use and sustainability
3. Scientific investigation

#### Outcomes

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

- Analyse factors influencing climate change
- Evaluate energy sources in terms of sustainability
- Design and conduct a scientific investigation

## Study Score

The study score is based on a combination of School Assessed Coursework (SACs) and an external examination:

- Unit 3 School Assessed Coursework – 20%
- Unit 4 School Assessed Coursework – 30%
- End-of-year written examination (externally set and assessed) – 50%

# Physics

## VCE Units 1 and 2 – Physics

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

In this unit, students explore fundamental physics concepts related to energy and its applications. They investigate light, thermal energy, radioactivity, nuclear processes and electricity, and examine how these ideas are applied in real-world contexts such as communication, climate science and medical technologies.

Students develop an understanding of how energy is transferred and transformed and apply mathematical models to analyse physical systems. Practical investigations support the development of experimental and analytical skills.

### Areas of Study

1. Light and energy transformations
2. Nuclear energy and radiation
3. Electricity and energy transfer

### Outcomes

On completion of this unit, the student should be able to:

- Model and analyse energy transformations
- Explain nuclear processes and radiation
- Apply electrical models to real-world systems

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

In this unit, students investigate motion and the role of forces in explaining physical phenomena. They conduct experiments to develop models and deepen their understanding of motion in one and two

dimensions.

Students also explore contemporary applications of physics through a chosen area of interest, linking physics concepts to societal issues such as climate science, medical physics or space exploration. A student-designed investigation allows them to apply scientific inquiry skills.

### Areas of Study

1. Motion and forces
2. Physics in contemporary society
3. Scientific investigation

### Outcomes

On completion of this unit, the student should be able to:

- Analyse motion using mathematical models
- Apply physics concepts to contemporary issues
- Conduct and evaluate scientific investigations

## VCE Units 3 and 4 – Physics

### Unit 3 – How do fields explain motion and electricity?

In this unit, students explore the role of fields in explaining motion and energy transfer. They apply Newton's laws to analyse motion, including projectile and circular motion, and investigate gravitational, electric and magnetic fields.

Students examine how energy is generated and distributed, including the role of electricity in society. They explore systems such as generators, transformers and power distribution networks, and evaluate their efficiency and sustainability.

### Areas of Study

1. Motion in two dimensions
2. Fields and interactions
3. Electricity generation and distribution

### Outcomes

On completion of this unit, the student should be able to:

- Analyse motion using Newton's laws
- Explain the role of fields in physical systems
- Evaluate electricity generation and distribution systems

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

In this unit, students explore major developments in physics that have transformed our understanding of the universe. They investigate the nature of light and matter, including wave-particle duality and quantum physics.

Students examine concepts from relativity and consider how scientific models have evolved over time. A student-designed practical investigation allows them to apply inquiry skills to explore a physics concept related to light, motion or fields.

### Areas of Study

1. Models of light and matter
2. Scientific investigation and innovation

### Outcomes

On completion of this unit, the student should be able to:

- Analyse models explaining light and matter
- Evaluate developments in modern physics
- Design and conduct a scientific investigation

### Study Score

The study score is based on the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 School Assessed Coursework – 30%
- Unit 4 School Assessed Coursework – 20%
- End-of-year written examination (externally set and assessed) – 50%

## Psychology

### VCE Units 1 and 2 – Psychology

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

In this unit, students explore the development of human behaviour and mental processes across the lifespan. They examine how psychological development is influenced by biological, cognitive and socio-cultural factors.

Students investigate the role of the brain in behaviour and mental functioning, including neuroplasticity and the impact of brain damage. They also explore how psychological knowledge is developed through research and scientific investigation.

## Areas of Study

1. Psychological development
2. The brain and behaviour
3. Research methods in psychology

## Outcomes

On completion of this unit, the student should be able to:

- Explain factors influencing psychological development
- Analyse the role of the brain in behaviour
- Evaluate evidence from psychological research

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

In this unit, students examine how behaviour is shaped by social, cultural and environmental factors. They investigate how perception and cognition influence how individuals interpret and interact with the world.

Students explore the role of attention, perception and learning in shaping behaviour, and consider how psychological research informs our understanding of these processes. A scientific investigation allows students to apply research skills and analyse data.

## Areas of Study

1. Social and environmental influences on behaviour
2. Perception and cognition
3. Scientific investigation

## Outcomes

On completion of this unit, the student should be able to:

- Analyse how internal and external factors influence behaviour
- Explain processes of perception and cognition
- Conduct and evaluate psychological investigations

## Assessment (Units 1 and 2)

Assessment tasks may include:

- Analysis and evaluation of experiments or case studies
- Data analysis tasks
- Reflective annotations and logbooks
- Media analysis and literature reviews
- Responses to psychological issues or ethical dilemmas

- Scientific investigations and reports

## VCE Units 3 and 4 – Psychology

### Unit 3 – How do internal and external factors influence mental processes?

In this unit, students explore the biological and psychological processes that underpin learning and memory. They investigate how the nervous system enables interaction with the environment and how stress affects psychological functioning.

Students examine different models of memory and learning and consider how knowledge can be applied to improve learning and memory. They also explore emerging research, including the relationship between the gut and brain.

#### Areas of Study

1. The nervous system and behaviour
2. Learning and memory

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse how the nervous system influences behaviour
- Evaluate models of learning and memory
- Apply psychological knowledge to real-world contexts

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

In this unit, students explore the factors that influence mental wellbeing, including the role of sleep and its impact on psychological functioning. They examine how mental health is defined and understood through a biopsychosocial framework.

Students investigate mental health disorders, including specific phobias, and evaluate a range of strategies used to support and maintain mental wellbeing. They also design and conduct a scientific investigation, applying research skills to explore a psychological question.

#### Areas of Study

1. Sleep and its impact on mental processes
2. Mental wellbeing and mental health
3. Scientific investigation

#### Outcomes

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

- Analyse the role of sleep in psychological functioning

- Evaluate approaches to supporting mental wellbeing
- Design and conduct a psychological investigation

## Study Score

The study score is based on a combination of School Assessed Coursework (SACs) and an external examination:

- Unit 3 School Assessed Coursework – 20%
- Unit 4 School Assessed Coursework – 30%
- End-of-year written examination (externally set and assessed) – 50%

## Dance

### VCE Units 1 and 2

#### Unit 1 – Dance Perspectives and Composition

In this unit, students explore how the body can be used as a powerful tool for expression and communication while building strong dance technique through regular training. They experience a wide range of dance styles from different cultures, times and traditions, gaining an understanding of why people dance and how meaning is created through movement.

Students begin to develop their own unique movement vocabulary and learn how to document and analyse dance. They also explore how choreographers create and structure their work, using this knowledge to inspire their own choreography and performances.

A focus on health and wellbeing supports students to understand how their bodies work, including safe dance practices and injury prevention. Through movement studies and creative tasks, students build confidence as both performers and creators, while learning how ideas and influences shape dance works.

#### Areas of Study

1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance

#### Outcomes

On completion of this unit, the student should be able to:

- Describe and document features of other choreographers' dance works
- Choreograph and perform a solo, duo and/or group dance work and complete structured improvisations
- Safely and expressively perform a learnt solo, duo or group dance work

#### Unit 2 – Dance Composition and Performance

In this unit, students expand their movement vocabulary and deepen their understanding of the choreographic process. They explore the elements of movement—time, space and energy—and learn how to manipulate movement using choreographic devices and different structures to create engaging dance works.

Students develop and connect movement phrases to choreograph both solo and group performances. They engage in the full creative process, including creating or learning choreography, rehearsing, refining

and performing their work.

The course introduces a diverse range of dance traditions and styles, including works by Aboriginal and Torres Strait Islander artists, as well as contemporary Australian and international dance. Students may also explore genres such as music theatre, jazz, tap, street dance, ballet and modern dance.

Through analysis and discussion, students learn to describe and evaluate movement in their own and others' work, making connections between theory and practice while developing their ability to communicate ideas through dance.

### Areas of Study

1. Dance perspectives
2. Dance technique
3. Dance composition and performance

### Outcomes

On completion of this unit, the student should be able to:

- Analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works
- Complete structured improvisations and choreograph and perform a solo, duo or group dance work
- Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work

## VCE Units 3 and 4

### Unit 3 – Dance Composition, Technique and Performance

In this unit, students choreograph, rehearse and perform their own solo dance, showcasing a wide range of movement skills and techniques. They continue regular dance training while also learning and performing a duo or group work created by another choreographer, developing both technical control and performance artistry.

Students explore the full dance process, from creating and learning choreography to rehearsing and performing. They reflect on and analyse their own work alongside the group piece, making connections to professional dance practices.

Students also study selected works by twentieth and twenty-first century choreographers from the prescribed list. They examine how choreographers communicate ideas through movement, structure and design, and how influences shape their creative choices. Through this, students strengthen their ability to analyse, interpret and discuss dance as both performers and emerging choreographers.

### Areas of Study

1. Dance perspectives
2. Choreography, performance and analysis of a skills-based solo dance work

### 3. Dance technique, performance and analysis of a learnt dance work

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse dance works
- Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work
- Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used

#### Unit 4 – Dance Composition and Performance

Students choreograph, rehearse and perform their own solo dance with a clear and cohesive structure. They focus on expressing their ideas with precision, using space and movement creatively while developing confidence and artistry in performance.

Students explore the full creative process, from developing choreography to rehearsing and performing, and reflect on how their work communicates meaning.

They also study a group dance by a twentieth or twenty-first century choreographer, focusing on how ideas are expressed through spatial organisation and group structures and consider the influences of the choices made by choreographers in these works.

#### Areas of Study

1. Dance perspectives and analysis
2. Dance technique
3. Dance composition and performance

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse a selected group dance work
- Choreograph, rehearse, perform and analyse their realisation of a solo dance work

#### Study Score

The study score is based on School Assessed Coursework, a solo performance examination and an end-of-year written examination.

## Theatre Studies

## VCE Units 1 and 2

### Unit 1 – Pre-modern Theatre Styles and Conventions

In this unit, students explore how acting, directing and design are used in theatre styles from before 1945. They work with scripts from different historical periods, studying at least two theatre styles, their conventions and how theatre has evolved over time.

Students take on production roles and use their understanding of these styles to shape their own interpretations of performance. They learn about key theatre-making processes, including dramaturgy, planning, development and performing for an audience.

The course also emphasises safe, ethical and inclusive practices in theatre, encouraging students to work responsibly and collaboratively.

#### Areas of Study

1. Exploring theatre styles and conventions pre-1945
2. Interpreting scripts
3. Analysing a theatre production in performance

#### Outcomes

On completion of this unit, the student should be able to:

- Identify and describe distinguishing features of two or more theatre styles from pre-1945 and scripts associated with the selected styles
- Work effectively in production roles to interpret scripts from two or more pre-1945 theatre styles
- Analyse a live professional performance

### Unit 2 – Modern Theatre Styles and Conventions

Students explore contemporary theatre from 1945 to the present, working with scripts from two theatre styles or a specific movement. At least one Australian play is studied, building connections to local theatre practice.

Students investigate how contemporary theatre challenges traditional conventions, often blending styles, genres and art forms. They apply this understanding through acting, directing and design, taking on production roles to interpret and bring scripts to life.

Through the study of modern innovations in theatre, students develop skills in dramaturgy, planning, rehearsal and performance. They present their work to an audience, building confidence and creativity.

The course also focuses on safe, ethical and inclusive practices, with consideration of sustainable approaches to theatre-making. Students analyse and evaluate both their own work and professional performances, strengthening their understanding of how theatre communicates meaning in contemporary contexts.

## Areas of Study

1. Modern theatre styles and conventions
2. Interpreting scripts
3. Analysing theatre

## Outcomes

On completion of this unit, the student should be able to:

- Identify and describe the distinguishing features of distinct theatre styles and/or the characteristics of a theatre movement(s) through scripts written from 1945 to the present day
- Work in production roles to interpret scripts from theatre styles or movements from 1945 to the present day
- Analyse and evaluate theatre productions

## VCE Units 3 and 4

### Unit 3 – Producing Theatre

Students explore how a script is brought to life through three stages of theatre production: planning, development, and performance. They specialise in two production roles and work collaboratively to interpret and stage a script.

Students apply their learning to analyse how different production roles shape meaning in script excerpts they have not studied before. They also learn key elements of theatre-making and follow safe, ethical, inclusive, and environmentally responsible working practices.

As part of the unit, students attend a live performance from the VCE Theatre Studies Playlist and analyse how the script has been interpreted and presented on stage.

## Areas of Study

1. Staging theatre
2. Interpreting a script
3. Analysing and evaluating theatre

## Outcomes

On completion of this unit, the student should be able to:

- Interpret a script across the stages of the production process through collaborative work undertaken in two production roles
- Outline concepts and ideas for an interpretation of excerpts from a script and explain how these could be realised in a theatre production
- Analyse and evaluate the interpretation of a written script in performance

## Unit 4 – Presenting an Interpretation

Students work with a scene and an accompanying monologue from a script. They begin by developing an interpretation of the prescribed scene, exploring performance possibilities and applying dramaturgy through the stages of the production process.

Students then shift focus to the monologue embedded within the scene, developing a deeper interpretation of its meaning and dramatic purpose.

To bring their ideas to life, students work in production roles as either actor and director, or as a designer, collaborating to realise their interpretation in performance.

### Areas of Study

1. Dramaturgical research and presenting theatrical possibilities
2. Interpreting a monologue
3. Analysing and evaluating a performance

### Outcomes

On completion of this unit, the student should be able to:

- Describe and justify an interpretation of a monologue and its prescribed scene within the world of the play
- Interpret and present a monologue through the application of two production roles and orally justify and explain their interpretative decisions
- Analyse and evaluate acting, direction and design in a performance of a production from the prescribed VCE Theatre Studies Playlist

### Study Score

The study score is based on School Assessed Coursework and end-of-year written and performance examinations.

## Art: Creative Practice

### Unit 1 – Interpreting Artworks and Exploring the Creative Practice

This unit focuses on artworks and explores how formal qualities, including art elements, materials, techniques and artistic processes, are used to communicate meaning. Students examine artists across different cultures, societies and historical periods, developing informed personal responses to the ideas and messages conveyed in artworks.

Students apply the Structural and Personal Interpretive Lenses to analyse artworks and reflect on the development of their own artistic practice. In their practical work, students explore the properties of materials, techniques and processes, alongside their own areas of interest, to generate and develop original artworks.

#### Areas of Study

1. Artists, artworks and audiences
2. The Creative Practice
3. Documenting and reflecting on the Creative Practice

#### Assessment Tasks

- Folio
- Research and Analysis
- Examination

#### Outcomes

On completion of this unit, the student should be able to:

- Explore and develop ideas using the Creative Practice in response to personal interests and sources of inspiration.
- Experiment with materials, techniques and processes to develop and communicate visual language.
- Analyse and interpret artworks using the Interpretive Lenses to understand how ideas and meaning are communicated.

### Unit 2 – Interpreting Artworks and Developing the Creative Practice

This unit focuses on the use of inquiry learning to investigate the practices of artists, with an emphasis on collaboration and the relationship between art, society and culture. Students apply the Cultural Interpretive Lens, alongside the Structural and Personal Lenses, to analyse artworks from diverse contexts and time periods, exploring how artists communicate social and personal ideas.

Students engage in collaborative practice, working with others to generate, develop and refine ideas

through the Creative Practice. They document and reflect on their individual and shared contributions, considering how collaboration influences the development of visual language and the resolution of artworks. Through both independent and collaborative processes, students explore and evaluate materials, techniques and processes to support their artistic intentions.

### Areas of Study

1. The Artist, society and culture
2. Collaborative Practice
3. Documenting collaboration using the Creative Practice

### Assessment Tasks

- Folio and final artwork
- Research and Analysis
- Examination

### Outcomes

On completion of this unit, the student should be able to:

- Develop and refine visual language through the application of the Creative Practice.
- Explore and evaluate materials, techniques and processes to resolve artistic directions.
- Analyse and interpret artworks using the Interpretive Lenses, considering different contexts and viewpoints.

## Art: Creative Practice Units 3 and 4

### Unit 3 – Investigation, Ideas, Artworks and the Creative Practice

This unit uses inquiry and project-based learning as the foundation for developing a Body of Work. Students explore ideas and experiment with materials, techniques and processes through the Creative Practice, with research into historical and contemporary artists informing and guiding their investigations.

Unit 3 begins with a focused study of a selected artist, which acts as a starting point for the development of at least one finished artwork. Students apply appropriate technical skills as they develop and refine ideas, contributing to a Body of Work that will be further resolved in Unit 4. Ongoing documentation and reflection support the evolution of visual language and artistic direction.

### Areas of Study

1. Investigation and presentation
2. Personal investigation using the Creative Practice

### Assessment Tasks

- Folio and final artwork
- Research and Analysis

- Examination

## Outcomes

On completion of this unit, the student should be able to:

- Investigate and apply the Creative Practice to develop and refine ideas in response to selected artists and artworks.
- Experiment with and document the use of materials, techniques and processes to develop visual language.
- Analyse the use of the Interpretive Lenses to examine and explain how ideas and meaning are communicated in artworks.

## Unit 4 – Interpreting, Resolving and Presenting Artworks and the Creative Practice

This unit focuses on the resolution and presentation of a Body of Work through continued inquiry and project-based learning. Students extend their research and exploration to support the refinement of their art practice, drawing on the work of selected historical and contemporary artists to inform their own ideas and directions.

Students apply the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks, and use these lenses throughout the Creative Practice to critically reflect on and refine their own work. Ongoing documentation supports the evaluation of decisions, leading to the resolution of a cohesive and considered Body of Work for presentation.

### Areas of Study

1. Documentation and critique of the Creative Practice
2. Resolution and presentation of a Body of Work
3. Comparison of artists, their practice and their artworks

## Outcomes

On completion of this unit, the student should be able to:

- Resolve and present a body of work that demonstrates the refinement of visual language through the Creative Practice.
- Critically evaluate and document the development of ideas, materials, techniques and processes.
- Analyse and discuss how the Interpretive Lenses can be used to interpret and evaluate artworks.

## Study Score

The study score is based on School Assessed Coursework, School Assessed Tasks and an end-of-year written examination.

# Art: Making and Exhibiting

## VCE Units 1 and 2

### Unit 1 – Explore, Expand and Investigate

This unit introduces students to creative approaches used in artmaking and the factors that influence the presentation and display of artworks. Through inquiry learning, students explore, develop and refine their understanding of photographic materials, techniques and processes, building practical and conceptual skills.

Students investigate how photographic artworks are constructed, considering their aesthetic qualities and the ways visual language is used to communicate ideas. They also examine how artworks are presented in different contexts, developing an awareness of how display and audience influence meaning. Through making, presenting and reflecting, students begin to establish their own artistic direction.

#### Areas of Study

1. Explore – materials, techniques and art forms
2. Expand – make, present and reflect
3. Investigate – research and present

#### Outcomes

On completion of this unit, the student should be able to:

- Explore and develop ideas through the investigation of artists, artworks and sources of inspiration.
- Experiment with materials, techniques and processes to develop and expand visual language.
- Discuss how artworks are presented and interpreted within different exhibition spaces and contexts.

### Unit 2 – Understand, Develop and Resolve

In this unit, students extend their understanding of how artworks are made and presented by investigating how artists use aesthetic qualities to communicate ideas. They explore how artworks are displayed and how meaning is shaped through audience engagement and exhibition contexts.

Students respond to a set theme, progressively developing and refining their own ideas through the application of materials, techniques and processes, as well as art elements and principles. Ongoing reflection and documentation support the resolution of finished artworks. Students also build an understanding of how exhibitions are planned and designed, including the organisation of space and the role of curatorial decisions in shaping audience experience.

#### Areas of Study

1. Understand – ideas, artworks and exhibition
2. Develop – theme, aesthetic qualities and style
3. Resolve – ideas, subject matter and style

## Outcomes

On completion of this unit, the student should be able to:

- Develop and refine artistic ideas through the exploration and application of materials, techniques and processes.
- Evaluate and resolve artworks in response to selected themes and directions.
- Analyse how artworks are exhibited, considering the role of curators, audiences and contexts.

## VCE Units 3 and 4

### Unit 3 – 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. They use their Visual Arts journal to document the planning, exploration, experimentation, development, evaluation and reflection related to their art making. They 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. They visit and study exhibitions to learn about art spaces and the curator's role.

#### Areas of Study

1. Collect – inspirations, influences and images
2. Extend – make, critique and reflect
3. Connect – curate, design and propose

## Outcomes

On completion of this unit, the student should be able to:

- Develop, refine and resolve artworks through a sustained studio process.
- Investigate and apply the practices of artists and curators in the development of their own work.
- Analyse and evaluate the presentation of artworks within exhibitions and the relationship between artist, curator and audience.

### Unit 4 – Consolidate, Present and Conserve

In Unit 4 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 are 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. They organise the presentation of their finished artworks. They also learn about the presentation, conservation, and care of artworks by studying exhibitions of artist's works and through their own artworks.

## Areas of Study

1. Consolidate – refine and resolve
2. Present – plan and critique
3. Conserve – present and care

## Outcomes

On completion of this unit, the student should be able to:

- Resolve and present a body of work that demonstrates the consolidation of visual language and studio practice.
- Plan and evaluate the presentation of artworks within an exhibition context.
- Discuss the conservation, care and display of artworks, and analyse the role of galleries and institutions.

## Study Score

The study score is based on School Assessed Coursework, School Assessed Tasks and an end-of-year written examination.

# Media

## VCE Units 1 and 2

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

In this unit, students explore the dynamic relationship between audiences and the media, developing an understanding of how meaning is constructed through representations in different media forms. They examine how media codes and conventions are used to create meaning and how audiences engage with, interpret and respond to media products.

Students analyse how representations and narratives are shaped by media creators and institutions, and how these influence audience understanding. They examine both fictional and non-fiction media forms, exploring how meaning is communicated across different contexts.

Through practical work, students apply the media production process to design and produce media products, developing skills across a range of media forms. They also investigate Australian stories, considering how they reflect cultural identity, values and perspectives.

## Areas of Study

1. Media representations
2. Media forms in production
3. Australian stories

## Outcomes

On completion of this unit, the student should be able to:

- Explain how media representations are constructed and how audiences engage with them.
- Use the media production process to design and produce media products.
- Analyse narrative and non-fiction media forms and their impact on audiences.

## Unit 2 – Narrative Across Media Forms

Fictional and non-fictional narratives are fundamental to media and are found in all media forms. Media industries construct and distribute narratives across platforms, using media codes and conventions to communicate ideas.

In this unit, students investigate the concept of narrative in media products and how narratives are constructed across different forms, including film, television, digital platforms and interactive media. Students analyse how narratives engage audiences and how new technologies have influenced storytelling.

Students undertake production activities to design and create narratives, applying their understanding of structures, codes and conventions. They explore how media narratives are influenced by changes in technology, society and audience expectations.

### Areas of Study

1. Narrative, style and genre
2. Narratives in production
3. Media and change

## Outcomes

On completion of this unit, the student should be able to:

- Analyse how narratives are constructed and consumed in different media forms
- Apply the media production process to create narratives
- Discuss the influence of media technologies and industries on narratives

## VCE Units 3 and 4

### Unit 3 – Media Narratives, Contexts and Pre-Production

In this unit, students explore media narratives through analysis and production. They examine how narratives are constructed and how social, historical, institutional and cultural contexts influence meaning.

Students analyse the use of media codes, conventions and narrative structures, and how these shape audience interpretation. They also begin the pre-production process for a media product, developing

ideas, researching and producing detailed planning documentation.

### Areas of Study

1. Narratives and their contexts
2. Research, development and experimentation
3. Pre-production planning

### Outcomes

On completion of this unit, the student should be able to:

- Analyse the construction of media narratives and audience engagement
- Research and document media ideas and production processes
- Develop a pre-production plan for a media product

## Unit 4 – Media Production, Agency and Control in and of the Media

In this unit, students complete the production process, refining and resolving a media product developed in Unit 3. They document their progress and evaluate their work in response to feedback.

Students examine how media products are produced, distributed and consumed, and analyse the role of media institutions and creators in shaping meaning. They explore issues of agency, control, regulation and ethics in the media and how these influence audiences and society.

### Areas of Study

1. Media production
2. Agency and control in the media

### Outcomes

On completion of this unit, the student should be able to:

- Produce, refine and present a media product for a specified audience
- Analyse issues of agency, influence and regulation in the media

### Study Score

The study score is based on School Assessed Coursework, School Assessed Tasks and an end-of-year written examination.

## Visual Communication Design (VCD)

### VCE Units 1 and 2

## Unit 1 – Finding, Reframing and Resolving Design Problems

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

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 apply these ways of thinking and working to future design projects while developing their understanding of effective and purposeful design.

### Areas of Study

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influences on design

### Outcomes

On completion of this unit, the student should be able to:

- Identify, research and reframe design problems using design thinking and the VCD design process.
- Generate, develop and refine ideas through the application of design elements, principles and methods.
- Apply drawing, design conventions and digital methods to communicate ideas and design solutions.

## Unit 2 – Design Contexts and Connections

Unit 2 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.

Learning activities highlight the connections between design, context and user experience. 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.

### Areas of Study

1. Design, place and time
2. Cultural ownership and design

### 3. Designing interactive experiences

#### Outcomes

On completion of this unit, the student should be able to:

- Develop and refine design ideas in response to specific contexts, audiences and purposes.
- Apply design thinking and the VCD design process to create visual communications across different fields.
- Analyse and evaluate the influence of designers, design styles and cultural contexts on visual communication design.

## VCE Units 3 and 4

### Unit 3 – Visual Communication in Design Practice

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

#### Areas of Study

1. Professional design practice
2. Design analysis
3. Design process: defining problems and developing ideas

#### Outcomes

On completion of this unit, the student should be able to:

- Analyse how designers use the VCD design process, design elements and principles to communicate ideas.
- Develop and document design concepts through research, ideation and the application of design methods.
- Apply drawing, conventions and digital methods to create and refine design solutions in response to a brief.

## Unit 4 – Delivering Design Solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3 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.

### Areas of Study

1. Design process: refining and resolving design concepts
2. Presenting design solutions

### Assessment Tasks

- Design Folio
- Research and Analysis
- Examination (30%)

### Outcomes

On completion of this unit, the student should be able to:

- Develop, refine and resolve design concepts into final visual communication design solutions.
- Apply appropriate drawing methods, design conventions and presentation techniques to communicate ideas effectively.
- Evaluate and justify design decisions in relation to the brief, audience, purpose and context.

# 13 Student Experiences

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## Community Life

Community Life is a dedicated period embedded within the daily learning program where students participate in experiences that support wellbeing, connection and belonging.

Structured through the House system, Community Life Mentors work closely with students at each year level to strengthen relationships, support personal growth and foster a strong sense of community.

A central component of Community Life is Thrive, encompassing Social and Emotional Learning and Life and Faith for Years 7–12. These lessons support students in developing healthy identities, managing emotions, building empathy and establishing positive relationships.

Community Life also includes assemblies, House events, sport, Thrive, Upskill, and Literacy and Numeracy Masterclasses, contributing to a rich and engaging school experience.

## APS Sport

Sport is an important part of life at Caulfield Grammar School, providing students with opportunities to develop skills, confidence and a strong sense of belonging within a supportive and inclusive environment.

Through participation in APS and AGSV competitions, alongside regional, state and national interschool events, students experience both performance and participation pathways across a wide range of sports.

The program encourages teamwork, resilience and active lifestyles while helping students balance wellbeing, learning and personal growth.

# 14 Contact

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## Caulfield Campus

### Year 11 and 12 Heads of House

| House   | Head of House    | Contact Email                          |
|---------|------------------|----------------------------------------|
| Archer  | Darren Verco     | darrenverco@caulfieldgs.vic.edu.au     |
| Barnett | Angela Runci     | angelarunci@caulfieldgs.vic.edu.au     |
| Buntine | Mitchell Mills   | mitchmills@caulfieldgs.vic.edu.au      |
| Davies  | Tim Farrer       | timfarrer@caulfieldgs.vic.edu.au       |
| Dixon   | Nathan Page      | nathanpage@caulfieldgs.vic.edu.au      |
| Kurrle  | Nicole Haythorpe | nicolehaythorpe@caulfieldgs.vic.edu.au |
| Morcom  | Tim Gallop       | timgallop@caulfieldgs.vic.edu.au       |
| Newton  | Ben Moloney      | benmoloney@caulfieldgs.vic.edu.au      |
| Syme    | Christian Gorrie | christiangorrie@caulfieldgs.vic.edu.au |

### Heads of Faculty

| Faculty               | Head of Faculty   | Contact Email                           |
|-----------------------|-------------------|-----------------------------------------|
| Commerce              | Szuen Lim         | szuenlim@caulfieldgs.vic.edu.au         |
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| English               | Amy Christensen   | amychristensen@caulfieldgs.vic.edu.au   |
| Health and PE         | Matthew Sparks    | matthewsparks@caulfieldgs.vic.edu.au    |
| Humanities            | Melanie Wilson    | melaniewilson@caulfieldgs.vic.edu.au    |

| Faculty     | Head of Faculty      | Contact Email                        |
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| Languages   | Irvana Izic (acting) | irvanaizic@caulfieldgs.vic.edu.au    |
| Mathematics | Matthew Bourne       | matthewbourne@caulfieldgs.vic.edu.au |
| Music       | Gideon Marcus        | gideonmarcus@caulfieldgs.vic.edu.au  |
| Science     | Farai Punungwe       | faraipunungwe@caulfieldgs.vic.edu.au |
| Theatre     | Caley O'Neill        | caleyoneill@caulfieldgs.vic.edu.au   |
| Visual Arts | Ross Brooks          | rossbrooks@caulfieldgs.vic.edu.au    |

### Campus Leadership and Support

|                                                          |                     |                                    |
|----------------------------------------------------------|---------------------|------------------------------------|
| CC Deputy Head of Campus – Head of Teaching and Learning | Chris Snell         | chrissnell@caulfieldgs.vic.edu.au  |
| Careers and Future Pathways                              | Careers Specialists | cccareers@caulfieldgs.vic.edu.au   |
| School Head of Curriculum Design and Assessment          | Baljit Marwa        | baljitmarwa@caulfieldgs.vic.edu.au |

## Wheeler's Hill Campus

### Years 11 and 12 Heads of House

| House   | Head of House    | Contact Email                         |
|---------|------------------|---------------------------------------|
| Holmes  | Rod Llewellyn    | rodllewellyn@caulfieldgs.vic.edu.au   |
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| Lumsden | Adrianna Matassa | adrianamatassa@caulfieldgs.vic.edu.au |
| Shaw    | Liz Phibbs       | lizphibbs@caulfieldgs.vic.edu.au      |
| Skarbek | Melissa Smith    | melissasmith@caulfieldgs.vic.edu.au   |

| House    | Head of House   | Contact Email                         |
|----------|-----------------|---------------------------------------|
| Wilsmore | Jonathan Hunter | jonathanhunter@caulfieldgs.vic.edu.au |

## Heads of Faculty

| Faculty               | Head of Faculty   | Contact Email                           |
|-----------------------|-------------------|-----------------------------------------|
| Commerce              | Emmeline Be       | emmelinebe@caulfieldgs.vic.edu.au       |
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| Science               | Kirsten Angland   | kirstenangland@caulfieldgs.vic.edu.au   |
| Theatre               | Julie Wotherspoon | juliewotherspoon@caulfieldgs.vic.edu.au |
| Visual Arts           | Sarah Schneider   | sarahschneider@caulfieldgs.vic.edu.au   |

## Campus Leadership and Support

|                                                          |                     |                                    |
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