Academic Handbook 2026
Caulfield Campus

Caulfield
grammar school

![Caulfield grammar school logo]

Our Purpose

To enable quality learning every day in every experience for every learner for life.

Our Vision

To be a leading, internationally recognised, co-educational school fostering responsible global citizenship.

Our Values

We are one school inspired by our Anglican tradition and are committed to modelling our values for all learners. We celebrate these five values, which guide our decisions, philosophies and behaviour.

- PURSUING *Excellence*

- INSPIRING *Creativity*

- THRIVING *Together*

- EMBRACING *Diversity*

- LIVING *Wholeheartedly*

Welcome

Dear Students and Families,

It is our pleasure to welcome you to the 2026 edition of our Senior School Academic Handbook, a guide to the rich and rewarding educational offerings available in Years 10 to 12. This handbook is more than a list of subjects — it is a thoughtfully curated program of options as part of our commitment to a *Mind for Life* as we look to celebrate our 145th year as a school in 2026.

At the heart of our academic program is a broad and balanced curriculum, designed to empower every student to **pursue excellence** in their own way. Whether your passion lies in the sciences, the arts, humanities, or vocational pathways, you will find a diverse range of courses here that will challenge you, **inspire curiosity**, and prepare you for life beyond school. The journey through the senior years can be intense and demanding, but it is also a time of growth, discovery, and realisation of potential, supported by our commitment to helping you **live wholeheartedly** and **thrive together**.

Teaching and Learning are at the heart of our School, and we are proud of the exceptional calibre of our teaching staff. Our educators bring deep subject expertise, genuine care for each student, and a relentless commitment to excellence in the classroom. Their passion, professionalism, and creativity create the conditions for you to thrive — not only as learners, but as thoughtful and capable young adults. A key focus for our staff is to also support each of our students to be a person of strong **character** and to embody our school values.

As you explore the courses in this handbook, I encourage you to think boldly about your future, but also to reflect honestly on your strengths, interests, and aspirations. Make choices that challenge you, excite you, and speak to the kind of person you want to become. Remember, too, that you are not alone on this journey — we are a community of learners determined to bring our best for ourselves and for each other.

Meg Adem
Deputy Principal - Head of Caulfield Campus

Chris Snell
Head of Teaching and Learning, Caulfield Campus

Contents

Senior School at Caulfield Grammar School

For many Caulfield Grammar students, their time in the Senior School is a highlight of their educational experience. It is a time when deep and lasting connections are made with peers and teachers as collectively students embrace the challenge of high-level learning. We know that learning happens when students engage in purposeful cognitive effort over a sustained period of time. Learning is hard work and our teachers are well equipped to support all students through the ups and downs of their learning journey. As a result, graduates of Caulfield Grammar's Senior School emerge as resilient, collaborative learners, fully prepared and well-qualified to pursue their chosen life paths with confidence.

The structure for Years 10, 11, and 12 is thoughtfully designed to help each student reach their full potential through a challenging and well-rounded program of study. It offers broad subject choices to reflect individual interests and, where appropriate, provides opportunities for academic advancement to meet specific learning needs. This learning program is further supported by a range of complementary experiences, including the careers program, community service, outdoor education, personal development through the Thrive Curriculum, leadership opportunities, and a broad array of activities in sport, music, dance, and theatre.

Learning in our Senior School

Caulfield Grammar School recognises and values each student as a unique individual, embracing the diverse qualities that make every learner distinct. The School is committed to nurturing each student's potential and supporting their personal growth. In the Senior Years, the focus is on providing an engaging and challenging educational experience, tailored to each student's interests and strengths, with a clear pathway toward their post-secondary learning and future goals.

The Victorian Curriculum and Assessment Authority (VCAA) outlines the requirements for students to complete their VCE certificate. In a typical two-year course, most students will complete at least 22 units across Years 11 and 12. To graduate with the VCE, students must satisfactorily complete 16 units. Students have the flexibility to take additional or fewer units and may extend the time needed to finish them. Among the 22 units, students must include 4 units of English, with at least three of these units being satisfactorily completed. Additionally, students are required to complete at least three sequences of level 3/4 units.

Year 10-12 – The Broader CGS Program

Community Life

Community Life is a dedicated 45-minute period, scheduled each day within the Learning Program, where students participate together in a selection of planned curriculum activities that promote wellbeing through coordinated community connection and supportive relationships.

The Community Life curriculum has been carefully designed and offers purposeful learning experiences that support students to develop a positive sense of self and belonging, whilst promoting meaningful values-based relationships.

The House system, with Community Life Mentors at each year level, is integral to the structure of Community Life and our Pastoral Care Program. To ensure that students feel seen, heard and valued, students will be grouped by House and will have their Community Life Mentor lead them through various offerings in this time, to further develop working relationship and strengthen the pastoral program. Heads of House will support transitions from Year 9 into Year 10 and will work alongside Community Life Mentors to support student growth and learning. In addition, Counsellors are available to students as a support to help them through their adolescent years.

As a key driver of our school wide approach to supporting 'well whole beings,' Community Life provides learners with access to a wide range of life experiences and transferable skills which will enable all members of our community to pursue their passions and customise their broad and balanced curriculum.

Activities such as Assembly, Sport, House Activities, and Religion & Ethics are scheduled during Community Life periods.

Curriculum offerings include:

- Thrive (Social and Emotional Learning) (Year 7-12)
- Flexible Academic Time (Year 10-12)
- Recreational Physical Activity Program (Year 10-12)
- Caulfield Connection (Year 11-12)

Student Experience Program

The Student Experience Program exposes students to a range of challenging situations and, in doing so, promotes the development of resilience, self-esteem and awareness of the environment. In Year 7, students spend five days at Yarra Junction and in Year 8, a further eleven days. In Year 9, students participate in a four week Kakadu Program. In Year 10, students participate in an Odyssey Program at a range of Victorian and Interstate venues.

Yarra Junction Student Leaders Program

In Years 10 and 11, students have the opportunity to return to Yarra Junction as a Student Leader. Student Leaders attend a Year 7 or 8 program for the duration and provide valued mentorship and encouragement for the younger students whilst also developing personal leadership and communication skills. Students Leaders are selected after participation in the Leadership Development Program that occurs at the end of Year 9.

Community Service Program

The Community Service Program in Years 10 to 12 promotes the concept of the student as an individual within a community beyond Caulfield Grammar School. The aims of this program are centered firmly within the notion of accepting responsibility for others in need. It is through such a program that the students develop a sense of achievement and independence, a sense of purpose and an acknowledgment of situations far more difficult than their own. Students are expected to accept responsibility for the organisation of their placements and the development of their roles within the placement situation. Year 10 students participate in a compulsory Community Service program which promotes student independence by providing them with an educational opportunity that links them with their wider community. This program promotes community awareness and challenges students to be caring and interdependent within a disadvantaged community.

Careers Education

The Careers Counsellors at Caulfield Grammar School provide a counselling service and career education program to equip students with the knowledge, skills and opportunities outlining a range of courses and careers related to individual interests and abilities. For Years 10 to 12, one on one appointments are coordinated once-yearly for Year 10, on an as required basis for Year 11 and twice-yearly at a minimum for Year 12 students. During these appointments, the Careers team work with students and their families on creating individualised career development and action plans related to a student's strengths and passions. Awareness of tertiary institutions, course pre-requisites and pathways programs is highlighted in both group sessions and personal appointments. Lectures and seminars are conducted to acquaint students with the various courses offered by tertiary and further education institutions within Victoria, Australia and Internationally. Students are encouraged to take personal responsibility for their career development through identification of personal strengths and heightened awareness of opportunities and experiences available to them. This approach is then fostered throughout their Senior School years so that the graduating student develops thinking skills that support their autonomy and future employability.

All Year 10 students complete an aptitude and vocational assessment called the Morrisby Report and engage in embedded Careers Education lessons. An individual meeting with a qualified Careers Counsellor guides and supports subject choices and pathway options. These activities complement the VCE subject selection and career exploration process. Year 10 students will also be introduced to professionals, industry and tertiary institutions via immersion programs and leading-edge student experiences.

All senior students in Years 10, 11 and 12 are encouraged and supported to consider optional work experience placements. This aims to improve the intellectual, social and vocational development of students in order to assist with their transition from school the working life within the community. Work Experience allows students to gain assistance in making career choices, increases their understanding of employment opportunities, gain first-hand experience of the impact of change in the world of work, and an appreciation of the concept of lifelong learning.

Victorian School of Languages

Languages other than English may be studied either by correspondence (Distance Education) or attendance at suburban centres out of school hours. Subjects which students have undertaken in the past include Indonesian, French, Japanese, Italian, Russian and Modern Greek.

Learning Strategies

The Learning Strategies area caters for the learning needs of individual students. Opportunities for extension are provided so that students can maximise their potential in the academic environment. Assistance may be given in small group settings or in a one-on-one situation with teachers who are experienced in the field. Communication between teachers, students and parents plays an important role in the success of these programs.

VETis (Vocational Education and Training in Schools)

What is VETis?

Vocational Education and Training in Schools (VETis) is a program where schools are able to offer senior secondary students VET qualifications as part of their senior secondary certificate. Many of the VET Qualifications approved by the VCAA can contribute to the student's ATAR score.

FEATURES OF VET

- It is a two-year program combining general VCE studies and accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification; e.g. Certificate II in Hospitality and the Victorian Certificate of Education (VCE) at the same time.

- Students can receive credit towards further VET study.
- It is one of several vocationally-oriented school programs designed to meet the needs of industry.
- It helps to make school leavers more 'job-ready', providing them with broad vocational skills and a high standard of general education.

Benefits for students undertaking VET programs:

- Broadens VCE options.
- Upon successful completion of the program, students are awarded a nationally-accredited Vocational Training Certificate.
- VCE VET programs with a Unit 3/4 sequence can be included in the calculation of a student's ATAR.
- Can increase post-school opportunities.
- Matches student interests and career directions through the provision of strong pathways.
- VET qualification translates directly into further education and training at both TAFE and selected universities through documented pathway agreements.
- Provides the opportunity to 'trial' a career. Helps students explore possible areas of interest which can lead to further study and work choices.
- Allows students to develop strong links with industry and local community employers; i.e., students may be offered part-time/casual work.
- Provides preparation for the workforce:

  (i) Capacity for co-operation, teamwork and leadership skill development.

  (ii) Capacity to make decisions and solve problems.

  (iii) Gain knowledge of employer's expectations and real working conditions.

  (iv) Gain confidence and improve communication and interpersonal skills through learning in an adult environment.

  (v) Able to demonstrate specific skills and competencies related to the VET in Schools program they are undertaking.

  (vi) Assists in the transition from school to work.

  (vii) Access to a range of different technologies related to the type and place of work.

HOW DOES VET WORK?

- Students choose a VET course as they would any VCE subject
- VET courses are delivered via Caulfield Grammar's Registered Training Organisation (RTO) or an external RTO
- For VET courses offered internally via the CGS RTO, the classes are scheduled as part of the timetable
- For VET courses undertaken via external RTO providers (i.e. TAFE college):

  (i) The course is delivered in modules of twenty to forty hours.

  (ii) The course is delivered one afternoon per week over a two-year period.

  (iii) Students must arrange their own transport to and from the classes.

  (iv) External VET courses are undertaken in addition to the normal CGS course load. Please note that when students attend an external course, they miss normal CGS timetabled onsite classes, and will need to catch up on missed class work.

- All units must be completed to achieve the qualification.
- Due to timetabling constraints students can not study both VCE VET Certificate III in Sport, Aquatics and Recreation AND VET VCE Certificate II Cookery.
- VET VCE courses run over 2 years and students must complete all four units.

External VET courses are varied, and can cater for student interests (e.g. fashion, building and construction, tourism, acting). Students can speak to the CGS Careers Department to discuss possible options. An example may be:

- **Certificate II in Hospitality**

  Course Aims: This certificate aims to provide students with a general overview of the hospitality industry and the potential career paths within it. It provides training, skill development and opportunity for students to become competent in areas such as table service and meal preparation.

  Awards: Certificate II in Hospitality and VCE Units 1-4.

  Future Pathways: Certificate IV in Hospitality Bachelor of Applied Science – Hospitality Management.

*Please note that for International Students on a CAAW letter, these students may study a VET subject that Caulfield Grammar School offers and receive credit towards their VCE. At the completion of the course, they can only receive a Statement of Attainment rather than the full Qualification, due to their Visa stipulations.

Contact Staff for Information and Advice

Various staff within the School are available to give advice on subject selection, study skills and on general progress. It is important that you are aware of which member of staff is responsible, and has the most up to date information, for the various aspects of your education. The first point of contact on most issues is the relevant Head of House:

Head of Senior School:	Mr C Appel
Head of Teaching and Learning:	Mr C Snell
Deputy Head of Senior School:	Ms C Jenkinson
VCE Coordinator:	Mr M Jenkins
Head of Careers:	Ms D Bienert
CGS RTO Internal VET Subjects:	Ms J Trim

House	*Head of House Senior School*	*Assistant Head of House Senior School*
Archer	Mr D Verco	Ms L Sullivan
Barnett	Mr D Barry	Ms E Watson
Buntine	Ms N Bates	Mr A Donnelly
Davies	Mr T Farrer	Mr N Page
Kurrle	Mr D Kinsella	Ms N Haythorpe
Morcom	Mr T Gallop	
Newton	Mr B Moloney	Ms N Zhou
Syme	Mr C Gorrie	Mr J Risol

Heads of House can assist with counselling on issues related to:

- Subject Selection
- Managing Workload
- Personal Concerns
- General Goal Setting
- Course Changes

Specific subject information, in addition to that which is contained within this book, can be obtained from the relevant Learning Area Leader.

Learning Area	*Learning Area Leaders Senior School*
Chinese	Mr L Yang
Commerce	Ms S Lim
Design & Technology	Mr A Janson
English	Ms J Bonifacio
German & French	Mr H Holzheuer
Health & Physical Education	Mr M Sparks
Humanities	Ms J Parker
Learning Strategies	Mrs S Tissot
Library & Information Services	Mr M Rennick
Mathematics	Mr W Spring
Music	Mr S Walter
Performing Arts	Ms C O'Neill
Science	Mr N Howes
Visual Arts	Dr R Brooks

Any concerns that you may have with regards to entering or changing courses and how that may affect tertiary entrance or VCE eligibility should be directed to either the Careers Counsellors or the Head of Teaching and Learning. Special conditions for examinations, transfers to and from other schools, interrupted study status, examination timetables, absence during examinations, relevant dates for enrolling and withdrawing from subjects, studying subjects outside the school or any other matter which may be affected by VCAA should be addressed to the VCE Coordinator. VTAC (Tertiary Entrance) enquiries can be addressed to the Careers Counsellor.

Acceleration

Caulfield Grammar School acknowledges the benefits of students being motivated and challenged in their academic studies. To this end, acceleration at Year 10 into a Unit 1/2 subject (Year 11) and at Year 11 into a Unit 3/4 subject (Year 12) is available for suitably qualified students. Selection for acceleration is confirmed after consultation between the Head of House, Learning Area Leader, students and parents. It must be emphasised that criteria have been established to determine a student's suitability for acceleration. These include performance in the particular subject under consideration as well as general performance in all subjects at that year level, especially English (Year 10)/Language and Literature (Year 9).

Year 10 and 11 students at Caulfield Grammar are able to include in their course of study a range of VCE units suited to their interests and abilities. This means, in effect, that the VCE is spread over three years rather than two, enabling students to tailor their own individual learning journeys for these critical senior years. It is important to note that completing a Unit 3/4 subject in Year 11 does not mean

that students can undertake one less subject in Year 12. All Year 12 students undertake five subjects.

Please note that not all our Year 10 and 11 students accelerate into a VCE Unit 1/2 subject (Year 10) or Unit 3/4 subject (Year 11). For a significant number of our students, their best pathway is to complete a straight Year 10 or Year 11 course. Students who fit any of the following categories are best placed completing a traditional Year 10 or Year 11 program;

i. need further consolidation in subject content and/or skills
ii. need assistance with organisation
iii. need further development of academic maturity (engagement in class, motivation, homework, study skills)

It is emphasised that criteria have been established to determine a student's suitability for selection of accelerated VCE units. Please refer to the notes on criteria for acceleration below. It is stressed that, at the Year 10 level, selections made are not binding in terms of future VCE choices or possible career paths.

Criteria for Acceleration into a Unit 1/2 subject

- Performance at a high level in the subject they wish to study or related subject(s) – Attainment of an MYP Criterion Achievement level > 24
- Language and Literature (English) – Attainment of an MYP Criterion Achievement level > 24
- High Level performance in all other subjects – Average MYP Criterion Achievement level > 24 across all subjects
- Community Project – MYP Criterion Achievement level > 24
- Learning Behaviours – self-motivation and high-level organisation skills

In addition, students who receive an average MYP Criterion Achievement level > 28 across all subjects may be invited by the Head of Teaching and Learning (Year 10-12) to undertake two Unit 1/2 subjects.

The MYP Criterion Achievement level is the total of the four criteria in a subject, with each criterion being scored out of a maximum of 8.

Acceleration into VET subjects is possible for students who do not meet the above criteria. Such students would still be required to have excellent learning behaviours and aptitude in the subject they wish to study.

Criteria for Acceleration into a Unit 3/4 subject

- Performance in the subject you wish to study or related subject(s) B+
- Performance in English B+
- Performance in all other subjects B+ (Grade Point Average of 8)
- Learning Behaviours – self-motivation and high-level organisation skills

In addition, students who have a Grade Point Average of > 9 across all subjects may be invited by the Head of Teaching and Learning (Year 10-12) to undertake two Unit 3/4 subjects.

Selection for acceleration is confirmed after consultation between the Head of House, Careers Counsellor, Learning Area Leader, students and parents.

Higher Education, VCE Studies – University Education

For the student who has been accelerated in certain subjects prior to Year 12, Caulfield Grammar School, in conjunction with various tertiary institutions, offers the possibility of studying one or more first year University subjects during Year 12. Most subjects have prerequisites and need school verification that the student is in the top 2% of the state in that subject area. Selection for University subjects is confirmed after consultation between the Head of House, Learning Area Leader, Head of Teaching and Learning, students and parents.

Subject Selection Process

Every opportunity is taken to provide students with as wide a choice of subjects as possible and time is given for students to gain advice from a number of sources.

Subject Selection Fair

Prior to students selecting their 2026 course, the Campus holds a Subject Selection Fair for Years 9, 10 and 11 students and families. This will be held in the Senior School building on Monday 23 June between 4pm-6.45pm. Details regarding this event have been communicated through an announcement on Caulfield*Life*.

Year 10

For students entering Year 10, the following steps will be taken:

1. Academic Handbooks will be available on Caulfield*Life* from mid June.

2. Prior to starting the Course Selection process, families should access the videos outlining;
- the academic learning program for the coming year
- the subject selection process
- VCE Assessment
- Subject Acceleration criteria
- Co-curricular program

The videos are available for viewing on Caulfield*Life*.

If you require subject specific information then this can also be accessed on Caulfield*Life*.

3. Students select their subjects early in the year so that timetabling can begin for 2026. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections after August, but this will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.

4. Middle School Heads of House will conduct interviews with current Year 9 students to assist in formulating realistic courses for students in 2026.

5. After discussion with their Middle School Head of House, current Year 9 students may be able to select a subject from the Year 11 Unit 1/2 offerings.

6. Semester 2 Parent-Teacher-Student Conversations are conducted for parents who require extra information about their student's progress in any particular subject area.

Year 11

For students entering Year 11, the following steps will be taken:

1. Academic Handbooks will be available on Caulfield*Life* from mid June.

2. Prior to starting the Course Selection process, families should access the videos outlining;
- the academic learning program for the coming year
- the subject selection process
- Careers information, including understanding of the 'Morrisby Report'
- VCE Assessment
- ATARs and Scaling
- Subject Acceleration criteria

The videos are available for viewing on Caulfield*Life*.

3. Students select their subjects early in the year so that timetabling can begin for 2026. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections after August, but this will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.

4. Assistant Heads of House and the Careers Counsellors will conduct interviews with students to assist in formulating realistic courses for students in 2026.

5. After discussion with Assistant Heads of House and Careers Counsellors, current Year 10 students may be able to select a subject from the Year 12 Units 3 and 4 offerings.

6. Semester 2 Parent-Teacher-Student Conversations are conducted for parents who require extra information about their student's progress in any particular subject area.

Year 12

For students entering Year 12 the following steps will be taken:

1. Academic Handbooks will be available on Caulfield*Life* from mid June.

2. Students select their subjects early in the year so that timetabling can begin for 2026. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections after August, but these will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.

3. Senior School Heads of House and Careers Counsellors are available to assist students with Unit 3/4 subject selection in 2026.

4. All Year 12 students are required to undertake five Unit 3/4 subjects.

5. Semester 2 Parent-Teacher-Student Conversations are conducted for parents who require extra information about their student's progress in any particular subject area.

Final Course Decisions for 2026

Final decisions about student courses (including acceleration) are initially made at the Course Confirmation Conference in August. These decisions are finalised in November, when each student's choices are checked against their performance across the whole year.

Please note that final availability of subjects is conditional upon sufficient student demand and the cap on class sizes. If a student has selected a course that cannot run due to insufficient interest, the student's reserve subject will be used.

If a student elects to study a subject outside of school that is offered at school then they will not be given time release.

Summary of Courses 2026

| Learning Area	Year 10 Entry Level	VCE Units 1 and 2	VCE Units 3 and 4
Chinese	Chinese (Mandarin)	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture & Society	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture & Society
Commerce	The Commercial World	Accounting Business Management Economics Legal Studies	Accounting Business Management Economics Legal Studies

Design and Technology	Creative Multimedia
	Game Development
	Fashion and Textiles
	Systems Engineering
	VCE VET Creative & Digital Media –
	  Creative Digital Media (Certificate III)
		VCE VET Creative & Digital Media –
		  Creative Digital Media (Certificate III)
		Applied Computing
		Systems Engineering
		VCE VET Cookery (Certificate II)
			Data Analytics
			Software Development
			VCE VET Creative & Digital Media –
			  Creative Digital Media (Certificate III)
			Systems Engineering
			VCE VET Cookery (Certificate II)

English*	**English**
	Foundation English
	English as an Additional
	  Language (EAL)
	English Language
	Literature
		English
		English Language
		English as an Additional
		  Language (EAL)
		Literature
			English
			English Language
			English as an Additional
			  Language (EAL)
			Literature

French	French	French	French
German	German	German	German
Health and Physical Education	**Physical Education** Applied Human Movement Health Perspectives VET Sport, Aquatics and Recreation 1/2	Health and Human Development Physical Education Outdoor and Environmental Studies VCE VET Sport, Aquatics and Recreation	Health and Human Development Outdoor and Environmental Studies Physical Education
Humanities	**Australia and the Modern World** Politics: Crisis and Conflict Conspiracy and Investigation	Geography Politics History – Empires History – Modern History (20th Century)	Geography History – Revolutions Politics
Mathematics	**Mathematics – Foundation** **Mathematics 10S (Standard)** **Mathematics 10A** **Mathematics 10A Extension** Maths Mastery	Mathematics – Foundation General Mathematics Mathematical Methods Specialist Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
Music	Music VET Certificate II in Music	VCE Music VCE VET Music (Certificate III in Music)	VCE Music VCE VET Music (Certificate III in Music)
Performing Arts	Dance Theatre Studies	Dance Theatre Studies	Dance Theatre Studies
Science	**Science Extension** **Science** Science at the Movies	Biology Chemistry Environmental Science Physics Psychology	Biology Chemistry Environmental Science Physics Psychology

Visual Arts	Art: Creative Practice
	Art: Making and Exhibiting
	  (Photography)
	Media
	Visual Communication Design –
	  Graphic Design
	Visual Communication Design –
	  Architecture
		Art: Creative Practice
		Art: Making and Exhibiting
		  (Photography)
		Media
		Visual Communication Design
			Art: Creative Practice
			Art: Making and Exhibiting
			  (Photography)
			Media
			Visual Communication Design

Core Studies (Bold)
Elective Studies

* To successfully complete their VCE, students must complete three units from the English group, with at least one unit at Unit 3 and 4 level.

INFORMATION ON STUDIES 2026

Chinese (Mandarin)

Rationale

Caulfield Grammar School sees the study of Chinese as an integral part of the School's curriculum. Chinese is the main language of the world's most populous country, China, and it is also widely spoken in Taiwan, Singapore, Malaysia and is present in a number of other countries and regions in Asia. The study of Chinese recognises the enormous growth of the economies of the Chinese speaking world and helps to prepare students for future careers in an ever-developing global community. The study of Chinese language is a challenging and rewarding opportunity for all students at Caulfield Grammar School. It is a policy of Caulfield Grammar School to encourage strongly the study of a foreign language to VCE level.
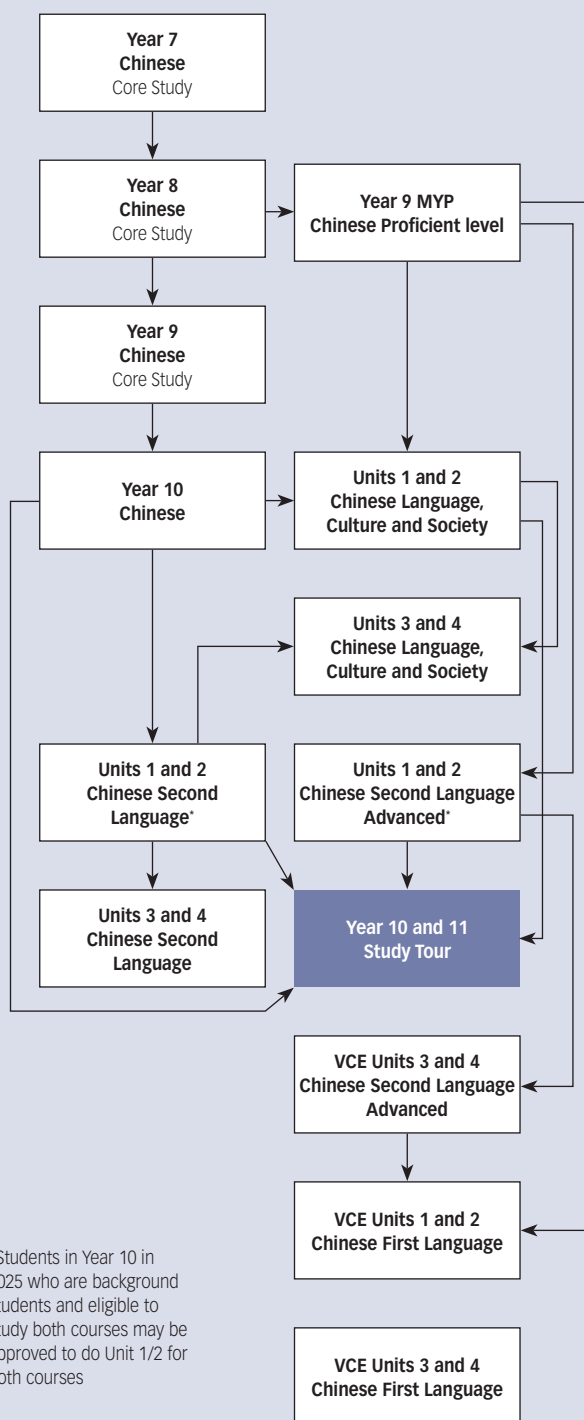
Year 10 to 12

Areas of Study

Mandarin Chinese is offered from Preparatory to Year 12. At Year 10, Chinese is an elective for students, however it is expected that once students have chosen Chinese as a subject of language acquisition at Year 7, they will study the language until Year 9.

At Year 10, students further build on their skills with more focus on developing their character recognition and production. They work on being able to sustain conversation or written texts at a higher level of sophistication. There is some emphasis given to developing skills necessary for VCE.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Aural and oral tasks
- Reading comprehension
- Written tasks
- Unit Tests
- Examinations

Chinese Second Language and Chinese Second Language Advanced

VCE Units 1 and 2

Specifications for Units 1 and 2 Chinese Second Language and Chinese Second Language Advanced are the same. The area of study comprises themes and topics, text types, kinds of writing, vocabulary and grammar. Students will study three prescribed themes: The Individual, Chinese Speaking Communities and The Changing World. They will participate in a spoken or written exchange related to arrangement and completing transactions and listen to, read and extract and use information and ideas from spoken and written texts. Students will be able to give expression to real or imaginary experience in spoken or written form.

The requirements of assessments are different for Chinese Second Language and Chinese Second Language Advanced in the depth of spoken and written texts, length of the words and the time spoken, as well as the range of appropriateness of vocabulary and grammar.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Oral exchange of information
- Response to spoken, written and visual texts (new item in the new Study Design)
- Production of original texts
- End-of-year oral and written examinations

VCE Units 3 and 4

The areas of study are common to Units 1-4. Students are required to demonstrate achievement of six outcomes for Unit 3 and Unit 4 which include expressing ideas through the production of original texts, analysing information from spoken and written texts, exchanging information, opinions and experiences. They will be able to respond critically to spoken

---

Flowchart:

- Year 7 Chinese — Core Study
- Year 8 Chinese — Core Study
- Year 9 MYP Chinese Proficient level
- Year 9 Chinese — Core Study
- Year 10 Chinese
- Units 1 and 2 Chinese Language, Culture and Society
- Units 3 and 4 Chinese Language, Culture and Society
- Units 1 and 2 Chinese Second Language*
- Units 1 and 2 Chinese Second Language Advanced*
- Units 3 and 4 Chinese Second Language
- Year 10 and 11 Study Tour
- VCE Units 3 and 4 Chinese Second Language Advanced
- VCE Units 1 and 2 Chinese First Language
- VCE Units 3 and 4 Chinese First Language

*Students in Year 10 in 2025 who are background students and eligible to study both courses may be approved to do Unit 1/2 for both courses

and written texts which reflect aspects of the language and culture of Chinese speaking communities.

The requirements of assessments are different for Chinese Second Language and Chinese Second Language Advanced in the depth of spoken and written texts, length of the words and the time spoken as well as the range and appropriateness of vocabulary and grammar.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Oral exchange of information
- Response to spoken, written and visual texts
- Production of original texts
- Examinations

Study Score

The study scores for Chinese Second Language and Chinese Second Language Advanced are calculated using the student's moderated School Assessed Coursework scores, end of year oral examination and end of year written examination as follows:

- Unit 3 & 4 School Assessed Coursework – 50%
- End of Year Oral Examination (externally assessed) and End of Year Written Examination (externally set and assessed) – 50%.

Chinese First Language

VCE Units 1 and 2

Chinese First Language is offered for students who will typically have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

The area of study comprises themes and topics, kinds of writing, vocabulary and grammar. Students will study three prescribed themes: Self and Others, Tradition and Changes in the Chinese-Speaking Communities and Global Issues. Students are required to demonstrate achievement of six outcomes and they will be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Oral presentation and discussion
- Response to spoken texts
- Response to written texts
- Production of original texts
- Examinations

VCE Units 3 and 4

The areas of study are common to Units 1 – 4. Students are required to demonstrate achievement of five outcomes, and they will be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Oral presentation and discussion
- Response to spoken texts
- Response to written texts
- Production of original texts
- External oral and written examinations

Study Score

The study score for Chinese First Language is calculated using the student's moderated School Assessed Coursework scores, end of year oral examination and end of year written examination as follows:

Chinese Language, Culture and Society

Units 1 and 2

The study of this subject enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

Areas of Study

The areas of study for both Unit 1 and Unit 2 comprise topics of Confucianism and social harmony, Major Chinese philosophies and Chinese myths and legends as well as the four macro skills of listening, speaking, reading and writing in Chinese. Students analyse and explore, in English, texts and sources in aspects relating to the above-mentioned topics. The areas of study also focus on developing students' capacity to interact in Chinese, read short texts in Chinese on aspects of the study topics, create texts in characters by producing informative writing and expressing personal ideas.

Skills for Units 1 and 2

- Listening
- Speaking
- Reading
- Writing
- Summarise and analyse information in English
- Select and make use of relevant reference materials
- Draw conclusions from information from a range of sources
- Analyse and discuss information and ideas in English
- Examine and reflect on evidence and findings

Assessment Tasks for Unit 1

Suitable tasks for assessment in this unit may be selected from the following:

- Interview in Chinese
- Role-play in Chinese
- Magazine article in English
- Article in Chinese
- Informative report in Chinese
- Imaginative story in Chinese
- Written research report in English
- An oral presentation in Chinese

Assessment Tasks for Unit 2

Suitable tasks for assessment in this unit may be selected from the following:

- Written research report in English
- Interview in Chinese
- Magazine article in English
- Informative article in Chinese
- Role-play in Chinese
- An oral presentation

Unit 3 – Ancient Chinese philosophy and concepts related to contemporary Chinese Culture

Areas of Study

This unit has three Areas of Study which focus on exploring the topics of Chinese philosophies and their impact on Chinese society in Area of Study 1 and enhancing language interaction using four macro-skills of speaking, listening, reading and writing in both Areas of Study 2 and 3. All texts will be in English and will relate to the prescribed topics in Area of Study 1 for Unit 3.

Assessment Tasks

- Research essay in English
- Response to spoken texts in Chinese
- Response to written texts of the prescribed topics in Chinese and by producing a report in Chinese on the selected topic

Unit 4 – Change in China

Areas of Study

Area of Study 1 focuses on exploring contemporary Chinese social values through investigation and discussion in and outside classes to gain insights into social and economic development of contemporary China. All texts will be in English in Area of Study 1 and will relate to the prescribed topics for Unit 4. In Areas of Study 2 and 3, students develop their ability to interact in spoken Chinese, read short texts in Chinese and create texts in characters to demonstrate their understanding of the study topics.

Assessment Tasks

- Investigative report in English
- Role-play in Chinese
- Response to written texts in Chinese by producing a written text in Chinese
- External oral and written examinations

Skills for Units 3/4

- Listening
- Speaking
- Reading
- Writing
- Summarise and analyse information in English
- Select and make use of relevant reference materials
- Draw conclusions from information from a range of sources
- Analyse and discuss information and ideas in English
- Examine and reflect on evidence and findings

Study Score

The study score for Chinese Language, Culture and Society is calculated using the student's moderated School Assessed Coursework scores, end of year oral examination and end of year written examination as follows:

- Unit 3 & 4 School Assessed Coursework – 50%
- End of Year Oral Examination (externally assessed) and End of Year Written Examination (externally set and assessed) – 50%.

Commerce

Year 10	Year 11	Year 12
The Commercial World	**Accounting*** Unit 1/2 or Unit 3/4	**Accounting*** Unit 3/4
Accounting* Unit 1/2		
Business Management* Unit 1/2	**Business Management*** Unit 1/2 or Unit 3/4	**Business Management** Unit 3/4
Legal Studies* Unit 1/2	**Legal Studies*** Unit 1/2 or Unit 3/4	**Legal Studies** Unit 3/4
Economics* Unit 1/2	**Economics*** Unit 1/2 or Unit 3/4	**Economics*** Unit 3/4

Only Year 10 students with 'B+' grades across a range of subjects may enrol for a Unit 1/2 subject.	*Only Year 11 students with 'B+' grades across a range of subjects may enrol for a Unit 3/4 subject. Students wishing to take a Unit 3/4 subject must have completed the Unit 1/2 subject the previous year.*	*Students wishing to take Accounting Unit 3/4 or Economics Unit 3/4 in Year 12 must have completed at least Unit 2 in the previous year.*

The Commercial World

Rationale

This semester-length elective introduces students to the world of Commerce through the core disciplines of Accounting, Business Management, Economics, and Legal Studies. These areas are explored in their Australian context while also considering the influence of the global economy in which businesses operate.

Learning is brought to life through practical experiences such as operating a Market Day stall, participating in a courtroom role-play at the Old Melbourne Magistrates' Court, and simulating an arrest at the Old City Watch House.

Year 10

Areas of Study

1. **Business Strategy.** In this area of study, students examine different types of businesses and explore key concepts such as vision and mission statements, corporate social responsibility, and competitive advantage. They also analyse internal and external business environments, investigate factors driving business change, and apply planning tools like SWOT analysis to support strategic decision-making.

2. **Accounting – the Language of Business.** In this area of study, students learn key accounting concepts such as assets, liabilities, owner's equity, and how these elements are reported in financial reports. They also explore measures of business performance including liquidity, stability, gaining skills to interpret and analyse financial information.

3. **Foundations of Economics.** In this area of study, students explore the fundamental economic problem of relative scarcity, how economies function, and the indicators used to measure economic performance such as GDP, inflation, and employment. They examine the business cycle, variations in living standards in Australia, and government policy options.

4. **The Law.** In this area of study, students learn about the foundations of the legal system, including the sources of law, the structure of courts, and the distinctions between criminal and civil law. They explore real world legal processes, with a focus on issues such as young people and criminal responsibility, sentencing considerations, negligence in civil cases, and common assault in criminal cases.

Assessment

- 60% Assignments and tests
- 40% Examination

Accounting

Rationale

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

VCE Units 1 and 2

Unit 1 – The role of accounting in business

This unit focuses on starting a business and the role of accounting in determining business success or failure. It emphasises the importance of accounting information for stakeholders, and students learn to analyse, interpret, and evaluate business performance using both financial and non-financial data. They make investment recommendations based on these evaluations. Students also record financial data and prepare reports for sole proprietorship service businesses. The unit incorporates the IASB's Conceptual Framework, financial indicators, and ethical considerations, including financial, social, and environmental factors in decision-making.

Areas of Study

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

Assessment

- 50% Folio of exercises and tests
- 50% Examination

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

In this unit, students deepen their understanding of the accounting process for sole proprietors in a trading business, focusing on inventory, accounts receivable, accounts payable, and non-current assets. They use both manual methods and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate business performance in these areas, using financial and other data to predict and compare the impact of different strategies. Based on these evaluations, they propose strategies to improve business performance.

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.

Assessment

- 50% Folio of exercises and tests
- 50% Examination

VCE Units 3 and 4

Unit 3 – Recording and analysing financial data

This unit focuses on financial accounting for a sole proprietor's trading business, emphasising accounting as an information system. Students use the double entry system, accrual accounting, and the perpetual inventory method to record data and prepare reports. They develop skills in recording and reporting processes, assess how decisions impact business performance, interpret various report formats, and suggest strategies to improve performance.

Areas of Study

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

Assessment

School Assessed Coursework for Unit 3 will contribute 25% to the study score.

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

This unit builds on students' understanding of accounting for a sole proprietor's trading business, reinforcing accounting as an information system. Students use the double entry system, accrual accounting, and the perpetual inventory method, applying both manual and ICT methods. They expand their knowledge by learning balance day adjustments and alternative depreciation methods, and explore the role of budgeting in business decision-making. Students analyse and interpret reports and visuals to evaluate performance and propose strategies for improvement.

Areas of Study

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

Assessment

School Assessed Coursework for Unit 4 will contribute 25% to the study score.

Study Score

The study score for Accounting is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

Business Management

Rationale

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

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

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

VCE Units 1 and 2

Unit 1 – Planning a business

This unit explores the role of businesses in contributing to a nation's economic and social wellbeing. Students examine how entrepreneurs develop business ideas and the conditions that support new ventures. They investigate factors influencing business ideas, the internal and external business environments, and how these impact business planning. The unit also highlights the importance of the business sector to the broader economy and society.

Areas of Study

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

Assessment

- 50% Short-answer and extended-answer structured questions
- 50% Examination

Unit 2 – Establishing a business

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

Areas of Study

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

Assessment

- 50% Short-answer and extended-answer structured questions
- 50% Examination

VCE Units 3 and 4

Unit 3 – Managing a business

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

Areas of Study

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

Assessment

School Assessed Coursework for Unit 3 will contribute 25% to the study score.

Unit 4 – Transforming a business

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

Areas of Study

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

Assessment

School Assessed Coursework for Unit 4 will contribute 25% to the study score.

Study Score

The study score for Business Management is calculated using the student's moderated School Assessed Coursework scores and written examination. The graded assessments contribute to the study score as follows:

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

Economics

Rationale

The study of economics examines how consumers, businesses, governments, and other organisations make decisions about allocating resources and producing and distributing goods and services, and how these decisions impact material and non-material living standards. It helps students understand the reasons behind these decisions and their intended and unintended consequences, enabling them to make informed economic choices and contribute to public debate as responsible citizens. Students develop skills in researching, analysing, and synthesising economic information, and learn to use economic models and tools to evaluate decisions made by key economic agents. They consider trade-offs, costs and benefits, and questions of efficiency and fairness, while exploring diverse viewpoints on economic issues. Economics equips students with transferable skills in problem-solving, communication, and critical thinking, which are valuable across many fields such as banking, policy, health, business, and education, and can lead to a wide range of careers.

VCE Units 1 and 2

Unit 1 – Economic decision-making

In this unit, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Areas of Study

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

Assessment

- 50% A variety of assessment tasks may be used, including:
  – An analysis of written, visual and statistical evidence
  – A report of an investigation or an inquiry
  – Structured questions
  – An essay/a structured report
  – A presentation (oral, multimedia, visual)
  – Media analyses
- 50% Examination

Unit 2 – Contemporary economic issues

This unit focuses on how economic decisions aim to maximise living standards by optimising resource use to meet human needs and wants. Students explore the relationship between economic activity and growth, assess the role of growth in improving living standards, and evaluate its benefits, costs, and limitations of current measurement methods. They apply economic analysis to two contemporary issues, examining them from local, national, and international perspectives. Using data and economic tools, students investigate influencing factors, consider the views of different economic agents, and evaluate the effectiveness of various responses.

Areas of Study

1. Economic activity.
2. Applied economic analysis of local, national and international economic issues.

Assessment

- 50% A variety of assessment tasks may be used, including:
  – An analysis of written, visual and statistical evidence
  – A report of an investigation or an inquiry
  – Structured questions
  – An essay/a structured report
  – A presentation (oral, multimedia, visual)
  – Media analyses
- 50% Examination

VCE Units 3 and 4

Unit 3 – Australia's living standards

This unit explores the evolving Australian economy, focusing on the role of markets and government in resource allocation. Students examine how prices and quantities are determined, assess market efficiency, and explore reasons for government intervention, including market failure and unintended consequences. They develop an understanding of the macroeconomy by analysing factors influencing aggregate demand and supply and how these affect macroeconomic goals and living standards. Students also investigate Australia's international economic relationships, including trade, exchange rates, terms of trade, and competitiveness, and evaluate their impact on domestic economic performance.

Areas of Study

1. An introduction to microeconomics: the market system, resource allocation and government intervention.
2. Domestic macroeconomic goals.
3. Australia and the world economy.

Assessment

- A variety of assessment tasks may be used, including:
  – Structured questions
  – Media analysis
  – Data analysis
  – A case study
- School Assessed Coursework for Unit 3 will contribute 25% to the study score.

Unit 4 – Managing the economy

This unit examines how the Australian economy's ability to achieve domestic macroeconomic goals impacts living standards. Students explore how aggregate demand policies, including government budgetary changes, affect demand and economic goals. They also study the Reserve Bank of Australia's role in conducting monetary policy, focusing on how tools like interest rates impact the economy and living standards. Students evaluate the strengths and weaknesses of these policies in achieving macroeconomic goals. Additionally, they consider how aggregate supply policies, aimed at expanding productive capacity and improving international competitiveness, support long-term economic growth, low inflation, and employment opportunities.

Area of Study – 1

Aggregate demand policies and domestic economic stability

In this area of study, students examine how the RBA and the Australian Government can utilise monetary and budgetary policy respectively to affect the level of aggregate demand in the economy. Students discuss the operation of aggregate demand policies, and analyse how current aggregate demand policy settings are intended to effect the achievement of the domestic macroeconomic goals and influence living standards. Students analyse the relative strengths and weaknesses of the policies in influencing the domestic macroeconomic goals and living standards.

Areas of Study

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

Assessment

- A variety of assessment tasks may be used, including:
  – Structured questions
  – Media analysis
  – Data analysis
  – A case study
- School Assessed Coursework for Unit 4 will contribute 25% to the study score.

Study Score

The study score for Economics is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

Legal Studies

Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

VCE Units 1 and 2

Unit 1 – The presumption of innocence

This unit introduces students to the foundations of law, focusing on criminal law's role in maintaining social order and protecting individual rights. Students explore different types and sources of law, characteristics of effective laws, and the roles of parliament and the courts. They study the principles of justice and key criminal law concepts, applying them to real or hypothetical scenarios to assess the guilt of the accused. The unit also covers how criminal cases are determined, the purposes of sanctions, and evaluates the effectiveness of sanctions through recent criminal cases.

Areas of Study

1. Legal foundations.
2. Proving guilt.
3. Sanctions.

Assessment

- 50% A variety of assessment tasks may be used, including:
  – A folio of exercises
  – An oral or digital presentation, such as a podcast or video
  – Structured questions
  – A mock trial or role play
  – A debate
  – A research report or media analysis
  – An essay
  – A question-and-answer session
- 50% Examination

Unit 2 – Wrongs and rights

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

Areas of Study

1. Civil liability.
2. Remedies.
3. Human rights.

Assessment

- 50% A variety of assessment tasks may be used, including:
  – A folio of exercises
  – An oral or digital presentation, such as a podcast or video
  – Structured questions
  – A mock trial or role play
  – A debate
  – A research report or media analysis
  – An essay
  – A question-and-answer session
- 50% Examination

VCE Units 3 and 4

Unit 3 – Rights and justice

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

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

Areas of Study

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

Assessment

- A variety of assessment tasks may be used, including:
  – A case study
  – Structured questions
  – An essay
  – A report
  – A folio of exercises
- School Assessed Coursework for Unit 3 will contribute 25% to the study score

Unit 4 – The people, the law and reform

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

Areas of Study

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

Assessment

- A variety of assessment tasks may be used, including:
  – A case study
  – Structured questions
  – An essay
  – A report
  – A folio of exercises
- School Assessed Coursework for Unit 4 will contribute 25% to the study score

Study Score

The study score for Legal is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 School Assessed Coursework – 25%
- Unit 4 School Assessed Coursework – 25%
- End of Year Examination (externally set and assessed) – 50%.
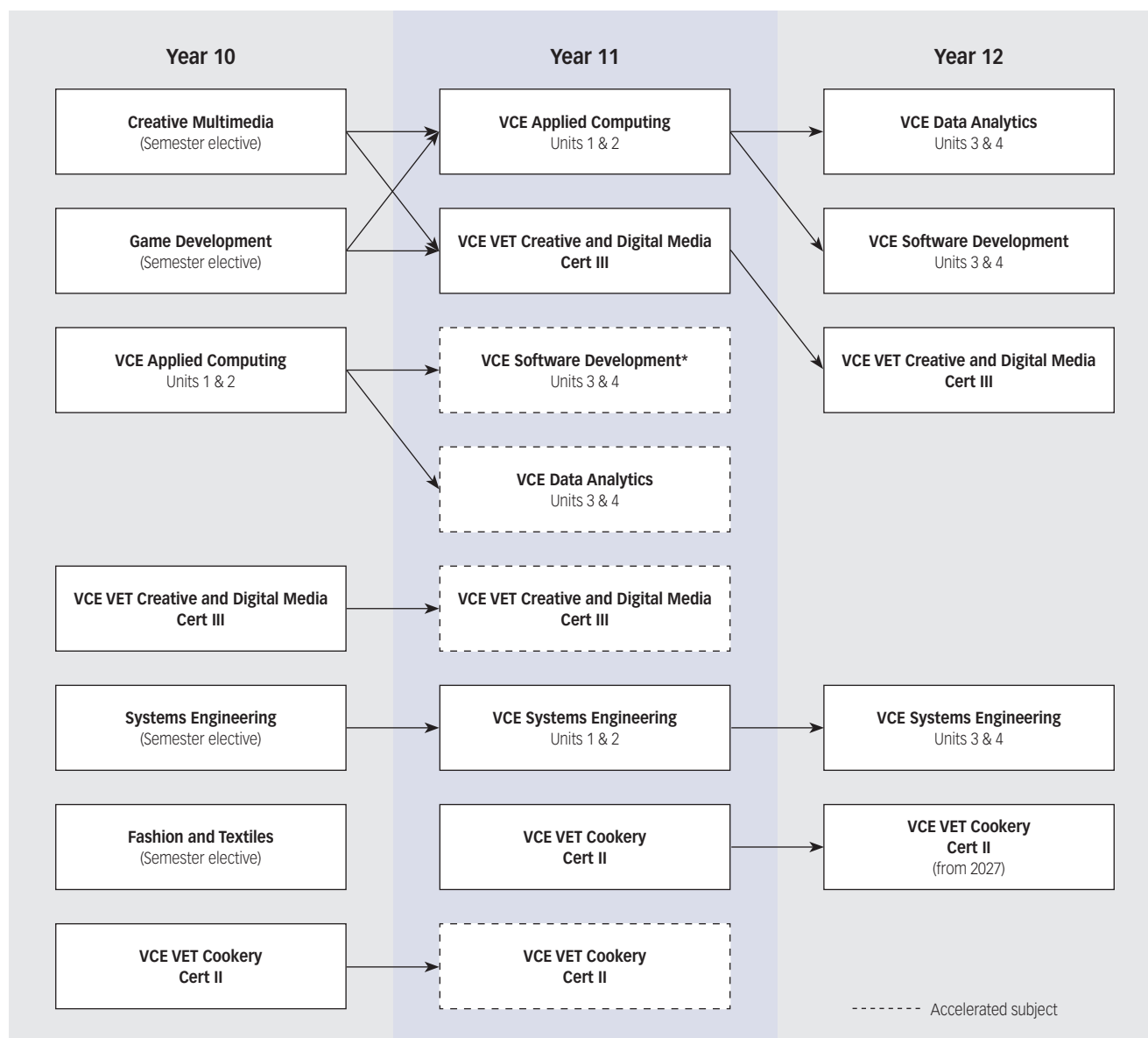
Higher Education Study

Accounting and Economics

Suitably qualified students may study these courses which are provided outside the normal school program.

Further details from Learning Area Leader – Commerce.

Design and Technology

Year 10	Year 11	Year 12
Creative Multimedia (Semester elective)	VCE Applied Computing Units 1 & 2	VCE Data Analytics Units 3 & 4
Game Development (Semester elective)	VCE VET Creative and Digital Media Cert III	VCE Software Development Units 3 & 4
VCE Applied Computing Units 1 & 2	VCE Software Development* Units 3 & 4	VCE VET Creative and Digital Media Cert III
	VCE Data Analytics Units 3 & 4	
VCE VET Creative and Digital Media Cert III	VCE VET Creative and Digital Media Cert III	
Systems Engineering (Semester elective)	VCE Systems Engineering Units 1 & 2	VCE Systems Engineering Units 3 & 4
Fashion and Textiles (Semester elective)	VCE VET Cookery Cert II	VCE VET Cookery Cert II (from 2027)
VCE VET Cookery Cert II	VCE VET Cookery Cert II	

- - - - - - - Accelerated subject

Rationale

Step into the dynamic world of Design and Technology, where innovation shapes every facet of modern life. Design and Technology encompasses a range of subject choices that all have the design process at their heart. Students undertaking a subject in Design and Technology could be animating a music video or creating an extravagant pastry for an upcoming event. They could be coding an App to help people in the third world know how to purify their water or could be creating a mechanical device attached to a microcontroller to help them automatically feed a pet. There are many paths and opportunities in Design and Technology – open the door to possibilities and step inside!

The Design and Technology faculty here at Caulfield Grammar seeks to provide students with a broad range of subject choices. Many of the subjects are available as accelerated options. It is also possible to do multiple Design and Technology subjects at once or to do different combinations each year.

Year 10 Creative Multimedia

(Six month elective for Year 10 students)

Rationale

Today's world is rich with the many practical applications of creative multimedia; from TikTok and YouTube to digital billboards and animated web advertisements. This subject provides an exciting, hands-on opportunity to develop some core skills in this creative field. While the multimedia industry can provide its own career opportunities on the global stage, multimedia skills are quickly becoming the type of skills that are necessary in many workplaces. This subject not only introduces students to the use of industry standard tools such as Adobe Photoshop, Illustrator and Animate, it also provides a solid foundation for future study. By undertaking Creative Multimedia, students will gain real world skills that they can then build on in subsequent years with VCE VET Creative and Digital Media.

Areas of Study

- Photo creation, manipulation and editing using Adobe Photoshop
- Illustration and vector image creation using Adobe Illustrator
- Animation design and creation using Adobe Animate
- Knowledge of different file types and platforms for multimedia distribution

Assessment

- Classwork to be completed as each software type is covered, in the form of completed tutorials and evidence of skill development.
- Multimedia Projects for each software type, including a photo manipulation task, a logo creation task and an animation for a given design brief.

Why choose this Subject?

Year 10 Creative Multimedia builds a strong foundation for careers and further study in:

- VET VCE Creative Digital Media, VCE Applied Computing, VCE VCD
- Animation and Digital Graphics courses
- Multimedia and Film Production

It also develops problem-solving and software skills that are highly valued in today's world.

Year 10 Game Development

(Six month elective for Year 10 students)

Rationale

The programming industry is an exciting and challenging one. It is a highly creative field in which coders solve problems and strive for innovative solutions that range in complexity, scope and application. This course, based on Game Development, delivers core coding skills that will transition into courses in VCE as well as future study. Students will not only develop an appreciation for interface design and the ways in which users interact with technology, but will study what makes a good game; from the characters and story to the sound and level design.

Students undertaking this course will learn to program in Python and the popular game development library PyGame. Working in teams, students will complete tutorials that build on their skills and then undertake a major project in which they design and produce their own game.

Areas of Study

- Types of games and game genres
- Character animation, level design and multimedia in games
- Game coding including data structures, classes, resources and algorithms
- Roles within a development team

Assessment

- Classwork to be completed as each skill is covered in the form of completed programming exercises.
- Programming Projects including completed tutorials and a major project (completed in teams) of students' own choosing.

Why choose this Subject?

Year 10 Game Development builds a strong foundation for careers and further study in:

- VCE Applied Computing, VCE Software Development, VCE Systems Engineering
- Coding and Game Development courses

It also develops problem-solving and coding skills that are highly valued in today's world.

Year 10 Fashion and Textiles

(Six month elective for Year 10 students)

Rationale

The Year 10 Fashion and Textiles program is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture, and application of textile items. Students will develop knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications. Students will develop practical skills in design, experimentation, and manipulation of textiles through the use of appropriate technologies. Students will develop the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items.

Areas of Study

1. **Practical Project work.** Students will complete a textile item for each unit of work completed, thereby developing practical skills in designing, producing, and evaluating. The textile item will be relevant to student needs and interests. It is expected that there will be a gradual increase in the challenge offered to students in each unit of work to enhance the development of practical skills.
2. **Documentation of student work.** Students will document unit work and show evidence of:
   - investigation and research
   - sources of inspiration
   - generation and development of ideas
   - experimental work
   - development of creative design skills
   - collection of resources
   - producing and evaluating project work
   - Students will document their work in an A3 Art Folio

Skills

Students will develop in Fashion and Textiles:

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of and skills in design for a range of textile applications
- knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation, communication, and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment, and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of various textile items.

Assessment

- Fashion Folio
- Practical Production Progress
- Examination

Why choose this Subject?

Year 10 Fashion and Textiles builds a strong foundation for careers and further study in:

- VCE Product Design and Technology (Textiles) – coming in 2027.
- VCE VCD, VCE Studio Arts
- Fashion Design and Textiles courses

It also develops problem-solving and skills in working with different materials that are highly valued in today's world.

Year 10 Systems Engineering

(Six month elective for Year 10 students)

Rationale

Design. Build. Innovate!

Are you curious about how machines work or how smart systems power our world? In Year 10 Systems Engineering, you'll get hands-on and bring your ideas to life through real-world projects that blend creativity, technology and problem-solving.

*This subject is your gateway into the exciting world of engineering. You'll learn how to **design, build, test, and refine mechanical and electronic systems**—just like real engineers do. From smart gadgets to motorised machines, you'll discover how technology shapes everyday life and the future.*

By undertaking Year 10 Systems Engineering, students will gain real world skills that they can then build on in subsequent years in VCE Systems Engineering, VCE Applied Computing Units 1 & 2 or VCE Software Development Units 3 & 4.

Areas of Study

1. **Mechanical Systems.** Understand how physical components like gears and motors come together to create motion and function.
2. **Electrotechnological Systems.** Dive into the world of circuits, sensors, and electronic control systems that power modern devices.

Skills

Students will learn:

- how to build working robots using gears, motors, circuits, sensors, and controllers
- how to work on exciting real-world challenges and design their own innovative solutions
- learn how to plan and manage projects from concept to completion
- gain essential skills in teamwork, critical thinking and hands-on design

Assessment

- portfolio documenting the systems engineering process.
- major project where students design, engineer, and fabricate a solution to a real-world problem duction Progress

Why choose this Subject?

Year 10 Systems Engineering builds a strong foundation for careers and further study in:

- VCE Systems Engineering, VCE Applied Computing
- Engineering (mechanical, electrical, aerospace, etc.)
- Robotics, automation, and advanced manufacturing
- Trades, apprenticeships, and design industries

It also develops problem-solving and skills in working with different materials that are highly valued in today's world.

VCE VET Creative and Digital Media

CUA31020 Certificate III in Screen and Media

Rationale

It's a digital world and using it effectively is a life skill. Creative and Digital Media offers students the opportunity to not only develop these digital skills over a two year period, but to gain a Nationally recognised qualification! Areas undertaken include Animation, Photography and Image Manipulation, Website Development, Graphic Design and an understanding of file formats and business workflows. As a VET subject, it is very hands on and classes operate in a simulated work environment where emphasis is placed on professional practice such as maintaining OHS standards and working effectively with others. Students are required to develop critical and creative thinking skills to optimise the quality of the professional products they produce, and will finish the course with a substantial folio of work they can showcase to potential employers or clients.

Aims

- To provide students with the knowledge and skills for the achievement of units of competence that will enhance their employment prospects within the Information Technology and Digital industries.
- To enable students to gain a recognised credential at the end of their second year of study and to make a more informed choice of career.

Articulation and Pathways

A successful ATAR score as well as completion of the CUA31020 Certificate III in Screen & Media leads directly into other national TAFE qualifications as well as University degrees in Multimedia and Design.

Certificate III (Units 1 and 2) – Year 1

VCE VET Creative & Digital Media is recognised with the VCE Units 1 and 2 structure. Students in Years 10 and 11 may elect to study this subject. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training certificate at the end of the second year of study. Satisfactory completion of the Units 1 and 2 course leads to the Unit 3/4 sequence which completes the Certificate III qualification and contributes to a student's ATAR score.

Units of Competency

The following topics must be completed to a competency standard:

- BSBCRT311 – Apply critical thinking skills in a team environment (Core Unit)
- CUAIND311 – Apply work health and safety practices (Core Unit)
- CUAIND311 – Work effectively in the creative arts industry (Core Unit)
- CUADIG211 – Maintain Interactive content (Elective Unit)
- CUADIG303 – Produce and prepare photo images (Elective Unit)
- ICTICT312 – Use advanced features of applications (Elective Unit)

Assessment is competency based and ranges in terms of the types of assessments done. These will include producing a variety of file types, sitting tests, group assignments and creating products that meet client briefs.

Certificate III (Units 3 and 4) – Year 2

VCE VET Creative & Digital Media Certificate III is recognised with the VCE Units 3 and 4 structure. Students in Years 11 and Year 12 may elect to study this subject if they have successfully completed the first year of the course. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training Certificate. Certificate III contributes to a student's ATAR score.

Units of competency studied

- CUAANM301 – Create 2D digital animations
- CUAWRT301 – Write content for a range of media
- CUADES302 – Explore and apply the creative design process to 2D forms
- CUADIG312 – Author interactive sequences
- CUADIG304 – Create visual design components

Assessment is competency based and ranges in a variety of tasks which students produce to demonstrate their skills. Students need to be deemed competent in each unit and also complete three in-class SAC assessments which contribute to their VCE Score. These assessments are:

- An animation product for a client
- Producing a company website
- Developing a portfolio of digital designs for a client

Completion of an end of year digital examination is also required to gain a final score for this subject.

Students will receive their Certificate III in Screen & Media at the successful completion of Unit 3/4.

NOTE: The Units 3 and 4 sequence of VCE VET Creative and Digital Media is not designed as a stand-alone study. Students must undertake the Units 1 and 2 sequence to be able to qualify to study Units 3 and 4.

* International students on CAAW, please refer to page 6 on VET requirements based on Visa conditions.

VCE Units 1 and 2 – Applied Computing

Rationale

The use of technology in our lives is widespread. The discipline of Information Technology (IT) is very broad and covers a wide range of specialisations. VCE Applied Computing provides students with an excellent introduction to a variety of skills that will benefit them in both their personal and professional lives. This subject also serves as a foundation for further study in either of the two Unit 3&4 IT studies.

Unit 1

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

- **Data Analysis and Visualisation** – use software to access and select data to create appropriate data visualisations.
- **Programming** – use an appropriate OOP language to create working software modules.

Unit 2

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

- **Innovative Solution** – in collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
- **Cyber Security** – examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

Assessment

- 2 Outcomes per Semester
- Classwork including summaries and exercises
- Examination each Semester.

Why choose this Subject?

VCE Applied Computing builds a strong foundation for careers and further study in:

- VCE Software Development, VCE Data Analytics, VCE Systems Engineering
- Coding and software development courses
- Data Science and Business Intelligence (BI) courses
- Cyber-security

It also develops technical knowledge, project management, and problem-solving skills that are highly valued in today's world.

VCE Units 1 and 2 – Systems Engineering

Rationale

Create. Innovate. Engineer!

VCE Systems Engineering is a practical, design-focused subject that explores how mechanical and electrical systems are developed to solve real-world problems. Students learn to design, build, and evaluate functional systems using tools, components, and engineering processes. This subject suits students who enjoy working with technology, building things, and applying creative thinking to technical challenges.

Unit 1

- **Electrotechnological systems design.** In Unit 1, students investigate electrical and electronic systems—including circuits, sensors, microcontrollers (like Arduino), and automated feedback loops.

  They explore how electrotechnology has evolved and its role in sustainable design.

Key Skills and Activities

- Learn to read and design circuit diagrams
- Build and code working systems using electronic components

- Use the systems engineering process to design and refine projects
- Apply sustainable design principles in real applications

Unit 2

- **Mechanical systems design.** Unit 2 focuses on mechanical systems, such as gears, pulleys, linkages, and levers. Students examine how forces and motion are used to create functional systems that can solve inclusive design problems—designs that benefit a wide range of users.

Key Skills and Activities

- Explore concepts like torque, motion, and energy conversion
- Design and construct mechanical systems that move, lift, or operate
- Apply engineering calculations to test and improve designs
- Understand historical and cultural influences on engineering

Assessment

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

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

Why choose this Subject?

VCE Systems Engineering builds a strong foundation for careers and further study in:

- VCE Systems Engineering
- Engineering (mechanical, electrical, aerospace, etc.)
- Robotics, automation, and advanced manufacturing
- Trades, apprenticeships, and design industries

It develops technical knowledge, project management, and problem-solving skills that are highly valued in today's world.

VCE VET Cookery

Certificate II

Rationale

The SIT20421 Certificate II in Cookery is a Vocational Education and Training (VET) course. The VCE program is designed to provide students with a range of food preparation and cookery skills to prepare menu items.

The course emulates the role of a cook working in a kitchen, under the direct supervision of a chef and focuses on the back-of-house skills typically used in a restaurant or food outlet. Students will learn hygienic practices in food preparation and the skills to prepare and present simple dishes.

Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

A Credit Transfer for the Subject SITXFSA005 - Use Hygienic Practices for Food Safety, will be obtained if a student has successfully completed this subject in Year 9 in the Café Program

Units 1 and 2 – Year 1

Units of Competency

The following topics must be completed to a competency standard:

- SITXFSA005 – Use hygienic practices for food safety (Credit Transfer may apply)
- 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 methods of cookery

Units 3 and 4 – Year 2

Units of Competency

The following topics must be completed to a competency standard:

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

Assessment tasks

1. **Practical Demonstration.** Assessment of practical skills in a commercial kitchen and restaurant environment is undertaken in all practical classes. A final practical demonstration test is conducted during the final cookery lesson/s.

2. **Assignments/Classwork/Homework.** A variety of in-class practical, theory and assessments, work via an online learning platform. Sufficient time is available in class to complete most online work and assignments.

3. **Topic Tests.** Knowledge and skills related to each topic will be evaluated under test conditions.

Uniform and Texts – SIT20421 Certificate II in Cookery

An industry-based cookery uniform will be required for all practical classes. The School will arrange for students to try a uniform on for size at school. Orders will be placed by staff and the uniform will be embroidered and be made available for pick up at the Campus. There will be associated costs for students who enrol in this course for uniform and learning materials.

Completion of an end of year examination is also required to gain a final score for this subject.

Students will receive their Certificate II in Cookery at the successful completion of Unit 3/4.

NOTE: The Units 3 and 4 sequence of VCE VET Cookery Certificate II is not designed as a stand-alone study. Students must undertake the Units 1 and 2 sequence to be able to qualify to study Units 3 and 4.

* International students on CAAW, please refer to page 6 on VET requirements based on Visa conditions.

Why choose this Subject?

VCE VET Cookery builds a strong foundation for careers, further study or opportunities such as:

- Careers in the hospitality industry, such as chef, baker, caterer or food stylist.
- Employment in cafes, restaurants while continuing further study.

In addition, skills acquired in VCE / VET Cookery will give you practical life skills, an understanding of nutrition, creativity and passion for food and experience with different cuisines from around the world!

VCE Units 3 and 4 – Data Analytics

Rationale

'Big data' plays an important role in the business world today. Skills in data analytics can be used to extract data from these large data sets, identify features that are useful and produce data visualisations and infographics that inform and educate. Database, spreadsheet and data visualisation software can be used to store and present findings.

In studying VCE Data Analytics, students will not only gain valuable skills in data manipulation and the use of industry standard business software tools and techniques, but will learn valuable project management skills as they propose, design and implement their own data research project.

Unit 3

- **Data Analytics** – respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.
- **Data Analytics, Analysis and Design (SAT part 1)** – as the first half of a larger project, students determine and propose a research question, collect and analyse data with the view of creating a targeted software solution.

Unit 4

- **Data Analytics, Development and Evaluation (SAT part 2)** – as the second half of the project started in Unit 3, students create a targeted software solution and evaluate its effectiveness.
- **Cybersecurity** – investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Study Score

The study score for Data Analytics is calculated using the student's moderated School Assessed Coursework scores and end of year Written Examination. The graded assessments contribute to the study score 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 builds a strong foundation for careers and further study in:

- Data Science and Analytics industries
- Business Intelligence (BI) Analytics
- Machine Learning Enginner, Data Engineer

It develops technical knowledge, project management, and problem-solving skills that are highly valued in today's world.

VCE Units 3 and 4 – Systems Engineering

Rationale

Explore the Future of Innovation

Do you enjoy problem-solving, building things, or understanding how systems work? VCE Systems Engineering is your gateway to the exciting world of engineering, where creativity meets practical skills. Learn how mechanical and electronic systems power the modern world – from robots to renewable energy solutions.

Students undertaking Systems Engineering will:

- combine hands-on skills with scientific and mathematical principles
- design, build and test your own mechanical-electronic system
- use industry-relevant tools and processes to tackle real-world challenges
- learn how to think critically, work in teams and manage complex projects
- explore the ethics of design, including sustainable and renewable energy use

Unit 3

- **Ethical Systems Design.** In Unit 3, students will undertake the research and design of their engineering project and commence the production stage, while documenting their progress in their portfolio. They will continue to enhance their knowledge in electronic and mechanical principles and investigate renewable energy sources.

Key Skills and Activities

- Design and begin building a functional system using mechanical and electrotechnological components
- Learn how to integrate sensors, motors and energy systems
- Discover how engineering can support a sustainable future by studying clean energy technologies
- Use real-world applications to explore how power systems work – from solar panels to hybrid engines

Unit 4

- **Systems Production & Innovative Technologies.** In Unit 4, students will complete the production, testing and evaluation stages of their engineering project, and complete their project portfolio. They will investigate a new and emerging technology and consolidate theory to prepare for the examination.

Key Skills and Activities

- Complete and evaluate your engineering project
- Test, troubleshoot and improve your system for functionality and efficiency
- Investigate the latest engineering innovations, including robotics, biomedical tech, and renewable systems
- Explore the global impact of emerging technologies on society and the environment

Why choose this Subject?

VCE Systems Engineering builds a strong foundation for careers and further study in:

- Mechanical, Electrical, Civil, Aerospace or Biomedical Engineering
- Robotics and Automation
- Product Design & Development
- Renewable Energy Technologies
- University or TAFE pathways, apprenticeships, or industry entry

It also develops technical knowledge, project management, and problem-solving skills that are highly valued in today's world.

VCE Units 3 and 4 – Software Development

Rationale

With the prevalence of technology use in our society and the world, the opportunity and need for talented professionals who can create software solutions to help us access the data we need, is paramount. Software Developers need to be able to access databases, integrate their code with other systems, create agile code for a variety of platforms, protect the security of our data and ensure their code is robust and functional.

In studying VCE Software Development, students will not only gain valuable skills in the design of algorithms and Graphical User Interfaces (GUIs), but will use industry standard programming languages and deployment techniques and learn valuable project management skills, as they propose, design and implement their own software development project.

Unit 3

- **Software Development, Programming.** In response to a number of design briefs, students create software modules to meet specific needs and demonstrate their ability to implement various data structures and coding techniques.
- **Software Development, Analysis and Design (SAT part 1).** As the first half of a larger project, students determine and propose a design brief in response to the software needs of a client or a need in the community.

Unit 4

- **Software Development, Development and Evaluation (SAT part 2).** As the second half of the project started in Unit 3, students create a software solution and evaluate its effectiveness.
- **Cybersecurity.** Investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Assessment

- Two Outcomes per semester
- End of year Examination contributing 50% of the total result for the subject.

Why choose this Subject?

VCE Software Development builds a strong foundation for careers and further study in:

- Software Development and Coding
- Robotics and AI industries
- Cyber-security

It develops technical knowledge, project management, and problem-solving skills that are highly valued in today's world.
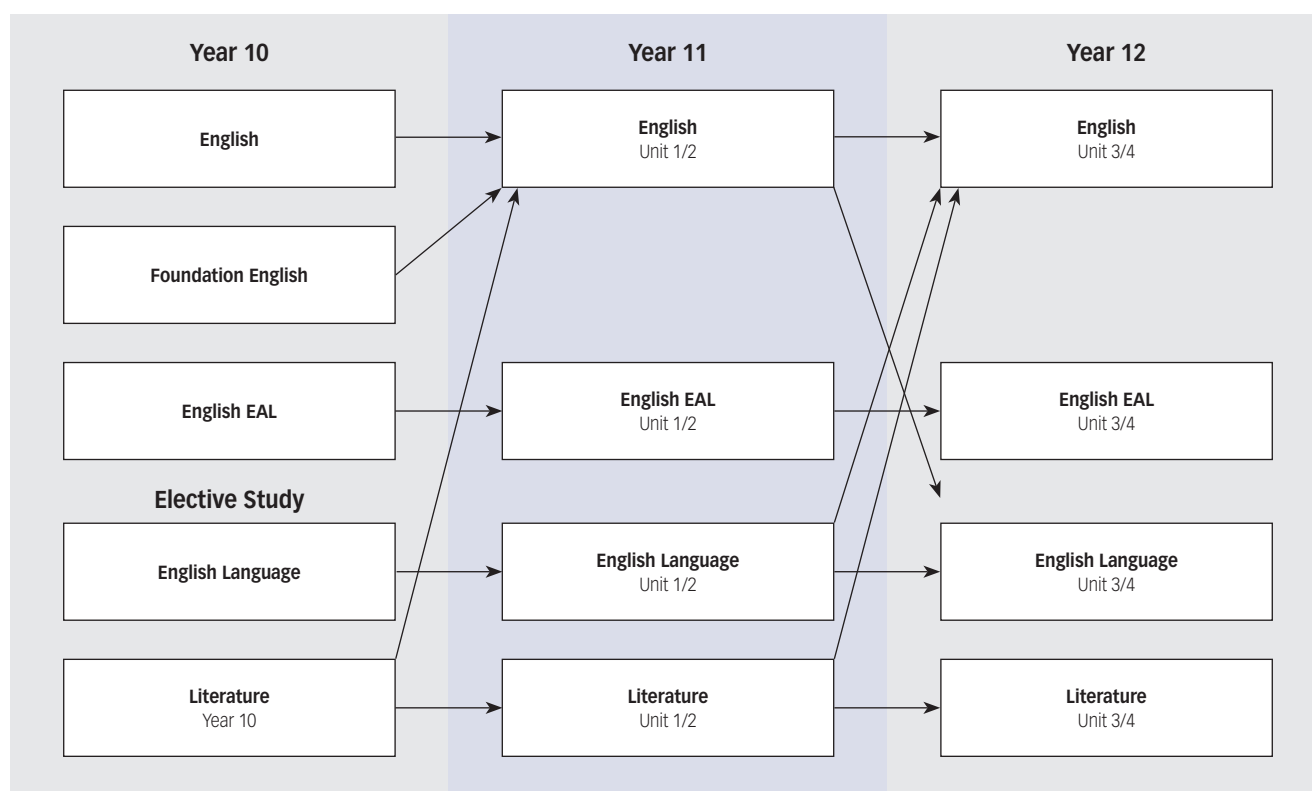
English

Rationale

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Year 10	Year 11	Year 12
English	English Unit 1/2	English Unit 3/4
Foundation English		
English EAL	English EAL Unit 1/2	English EAL Unit 3/4
Elective Study		
English Language	English Language Unit 1/2	English Language Unit 3/4
Literature Year 10	Literature Unit 1/2	Literature Unit 3/4

Year 10 English

This unit of work has been devised to comply with the Australian Curriculum for English

Areas of Study

1. **Reading and exploring texts:** a study of a range of texts from Shakespeare to contemporary print and non-print texts. Students respond personally and critically, having explored the ways in which texts have been constructed. They are required to articulate clearly their own values, beliefs, concerns and points of view through their engagement with the texts.

2. **Crafting texts:** students write for a range of audiences, situations and purposes. They are encouraged to develop, revise and edit their writing. It is expected that they will write with accuracy and clarity and with attention to spelling, punctuation, syntax, vocabulary, organisation and coherence.

3. **Oral language:** students, both as individuals and as members of groups, must demonstrate that they can speak effectively in different situations and are able to listen actively to oral presentations.

4. **Exploring argument:** students explore the way arguments are developed and delivered in the media. Through studying a contemporary issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They closely examine the language and visuals employed by the author. Students employ their understanding of argument to create their own point of view texts.

Skills

- Critical analysis of texts
- Personal response to print and non-print texts
- Media analysis
- Analysis of language
- Listening to others
- Diversity of thought
- Use of language as a means of expressing thought
- Effective participation in a wide range of social situations

Assessment tasks

- Analytical text responses
- Creative responses
- Reflective commentaries
- Media analysis
- Oral communication
- Spelling and grammar
- Writing tasks under test conditions
- Wider reading
- Examinations

Students who have found English in Years 7 to 9 difficult are strongly advised to consider VCE Foundation English as a subject rather than Year 10 English.

Foundation English

Units 1 and 2 (Taken at Year 10)

These units are to be taken at the Year 10 level instead of Year 10 English.

This subject is designed to be taken by those students who feel they need to consolidate their basic skill base rather than undertake the Year 10 core English program. This VCE subject provides an opportunity for students to refine and redevelop their basic skill base in Year 10 before they proceed to VCE Units 1 and 2 of English in Year 11.

Areas of Study

The Foundation English Course is designed around FOUR compulsory areas of study:

- The essentials of writing
- The essentials of reading
- The study of texts
- The analysis of argument

Assessment

Assessment is based on a satisfactory completion of a specified range of written, oral and group tasks based on the Areas of Study. An examination will also contribute to assessment outcomes in both units.

Satisfactory Completion

A student must complete all work requirements and the examination to receive a satisfactory result in both of the units.

VCE English

There are no pre-requisites for entry to Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4. The study has been designed in two unit sequences at Semester 1 and 2 in Year 11 and at Semester 3 and 4 in Year 12.

Unit 1

Area of Study 1

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

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

Through participation in discussions about their own experiences and the ways they make connections with a text, students develop their own thinking and engage with the ideas of others to extend their understanding of a text. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

Outcome 1

On completion of this unit, the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Area of Study 2

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

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

Outcome 2

On completion of this unit, the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2

Reading and exploring texts. In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

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

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

Outcome 1

On completion of this unit, the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Area of Study 2

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

Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. When working with audio or audio visual texts, they explore elements of spoken language including intonation, volume, pace, pausing and stress, and develop analysis of the ways these elements contribute to argument and the effect on the audience.

Students craft their writing using evidence from the texts to support their analysis. They draft and revise their writing and invite feedback from their teacher and other students to refine their ideas and expression. They aim for coherence, logic and accuracy in their writing.

Students employ their understanding of argument to create their own point of view text. They construct this text for oral presentation, and learn about the conventions of oral presentation for persuasive purposes.

Outcome 2

On completion of this unit, the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3

Area of Study 1

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

Outcome 1

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

Area of Study 2

Creating texts. In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Outcome 2

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

Assessment tasks

- An analytical response to text in written form.
- A written text constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.

Unit 4

Area of Study 1

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

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

Outcome 1

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

Area of Study 2

Analysing argument. In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.

Outcome 2

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

Assessment tasks

- An analytical response to text in written form.
- An analytical response to argument in written form.
- A point of view oral presentation.

Study Score

The study score for English is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

The end of year examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

VCE English Language

Rationale

The study of VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. This focus provides students with fresh insights into their language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our live.

Throughout their learning, students engage with the ways in which language is structured, the history of English and its variations both geographically and temporally, theories of language acquisition, variations of language created by social and cultural difference, the nexus between language and power, and the ways in which language can be used to construct and deconstruct identity. Students consider their own language use and the language use immediately surrounding them, as well as examples of language use locally, nationally and internationally. They explore the ways in which language use is adapted in consideration of formality, situational and cultural contexts, purpose and function.

Year 10 (Elective)

Why do we talk, like, the way we do? This unit looks at various elements of VCE English Language Units 1-4 demonstrating to students both the challenging and practical nature of the subject, and allowing them to make informed choices about the selection of their VCE course.

It aims to develop:

- An understanding of how language works
- An ability to analyse the features of language
- An understanding of how language and identity are related

Course outline

The Areas of Study include:

- Subsystems
- Word classes
- Morphology
- Face and politeness
- How a sentence works
- Language creation
- Language and identity

Skills

- Analysis / interpretation of texts
- Knowledge of metalanguage
- Transcribing

Assessment Tasks

- Regular formative metalanguage tests
- Transcriptions of conversations
- Extended analytical responses
- Examination

Unit 1 – Language and Communication

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

The nature and functions of language. In this area of study, students explore the nature of language and the various functions that language performs in a range of Australian and other contexts. They consider the properties that distinguish human communication as unique, the differences between the modes of spoken and written language, and the relationship between meaning and conventions that govern language use. Students are introduced to the theory that language is a system of signs and conventions, and that while the relationship between words and meanings may be arbitrary, our use of language is governed by conventions and informed by accepted systems.

Outcome 1

On completion of this unit, the student should be able to identify and describe primary aspects of the nature and functions of human language.

Area of Study 2

Language acquisition. This area of study focuses on the developmental stages of language acquisition, both first- and additional-language learning. Students explore how, in addition to words and their meanings, people learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different situational contexts.

Outcome 2

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

Unit 2 – Language Changes

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

Area of Study 1

English across time. This area of study examines the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from contact with other languages, from social and technological transformation, and from within the language itself. They explore language change across some subsystems of language as represented in texts.

Outcome 1

On completion of this unit, the student should be able to identify and describe language change and its effects on the English language and analyse attitudes to language change.

Area of Study 2

Englishes in contact. In this area of study, students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact. Students explore the many ways English is used as an expression of identity and culture in written and spoken texts.

Outcome 2

On completion of this unit, the student should be able to identify and explain the effects of the global spread of English through spoken and written texts.

Unit 3 – Language variation and social purpose

In this unit, students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Area of Study 1

Informality. In this area of study, students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit particular purposes. They identify the function and consider and analyse the features of informal language in written, spoken and electronic interactions, understanding that the situational and cultural contexts of an exchange influence the language used.

Outcome 1

On completion of this unit, the student should be able to identify, describe and analyse distinctive features of informal language in written and spoken texts.

Area of Study 2

Formality. In this area of study, students consider the way speakers and writers choose from a repertoire of language to suit particular purposes. As with informal language, the situational and cultural contexts determine whether people use formal language and in which language mode they choose to communicate.

Outcome 2

On completion of this unit, the student should be able to identify, describe and analyse distinctive features of formal language in written and spoken texts.

Assessment tasks

Analysis of one or more samples of informal and formal language in any one or a combination of the following:

- A folio of annotated texts
- An essay
- An investigative report
- An analytical commentary
- Short-answer questions

Unit 4 – Language variation and identity

In this unit, students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Area of Study 1

Language variation in Australian society. This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the role of those varieties in contributing to an increasingly contested national identity. Standard Australian English has much in common with Englishes from other continents, but the language has also developed features across all subsystems of language that distinguish it from other Englishes.

Outcome 1

On completion of this unit, the student should be able to identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.

Area of Study 2

Individual and group identities. In this area of study, students focus on the role of language in reflecting, imposing, negotiating and conveying individual and group identities. They examine how language users play different roles within speech communities and are able to construct their identities through subconscious and conscious language variation. In this work, students engage with social variables including age, gender, sexuality, occupation, interests, aspiration and education. While individual identity can be derived from the character traits that make us unique, our social identities are drawn from our membership of particular groups. Students investigate how, as individuals, we make language choices that draw on our understanding of social expectations and community attitudes.

Outcome 2

On completion of this unit, the student should be able to identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

Assessment tasks

For each outcome, any one or a combination of the following:

- A folio of annotated texts
- An essay
- An investigative report
- An analytical commentary
- Short-answer questions

Study Score

The study score for English Language is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

English as an Additional Language (EAL)

Rationale

This course is designed for students who speak English as a Second Language. Students who wish to take this subject must be from overseas and satisfy certain conditions as laid down by the VCAA.

Year 10

The Year 10 EAL course prepares EAL students for the academic demands of VCE EAL, which focuses on how English language is used to create meaning in print and digital texts of varying complexity. As such, the Year 10 course will include explicit teaching of language and metalanguage; will provide EAL students with opportunities to engage in speaking and listening activities; will allow more time and support for EAL students to plan and to produce written outcomes and to read English texts; and will provide opportunities for EAL students to consider and engage with cultural knowledge and understanding. Shorter texts or extracts from set texts will be used to help EAL students demonstrate key knowledge and skills in more nuanced ways.

1. **Reading and exploring texts.** Students engage in reading and viewing texts with a focus on personal connections with story. They discuss and clarify the ideas and values presented by the authors through their evocations of character, setting and plot, and through investigations of the point of view and/or voice of the text. They develop inferential reading and viewing strategies, and consider how a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. Following participation in small group and class discussions, EAL students develop constructive and collaborative interactions enabling them to build on the ideas of others which will help them to plan and develop their own personal and analytical writing about a text. They will also learn to use the appropriate strategies to review and edit their writing.

2. **Crafting texts.** Students read and engage imaginatively and critically with mentor texts that model effective writing to produce their own creative texts. Through guided reading of mentor texts, EAL students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. These mentor texts can include short stories, speeches or monologues, essays, poetry/songs, feature articles, memoirs and biographies. Students will develop an understanding of the ways purpose, context and audience influence the shape of writing. In response to discussion, feedback and self-assessment, students will be able to revise and edit their own writing to enhance fluency and accuracy and to extend their creativity. Students will also be able to articulate their writing processes in their self-reflection and commentaries.

3. **Exploring argument.** Students read, view and listen to a range of persuasive texts on a current local, national or international issue presented through print, digital, audio and audio-visual media. They consider the way arguments and language are developed and used to position an intended audience in a particular context. These texts may include speeches, digitally presented texts, opinion and comment pieces, editorials, letters and feature articles. Students practise analysing these persuasive texts using note taking, summaries and short-answers, and through formal, analytical writing. They also apply their knowledge of argument and persuasive language to create a point of view text for oral presentation.

Assessment Tasks

- Personal responses to a set text
- Analytical responses to a set text
- Student-created texts: short story; opinion piece; reflective writing; speech (with transcript)
- Analysis of the use of argument and persuasive language
- Oral presentations of a point of view

Unit 1

Area of Study 1

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

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

Through participation in discussions about their own experiences and the ways they make connections with a text, students develop their own thinking and engage with the ideas of others to extend their understanding of a text. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

Outcome 1

On completion of this unit, the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.

Area of Study 2

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

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

Outcome 2

On completion of this unit, the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

Unit 2

Area of Study 1

Reading and exploring texts. In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

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

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

Outcome 1

On completion of this unit, the student should be able to compare the presentation of ideas, issues and themes in two texts.

Area of Study 2

Analysing and presenting argument. In this area of study, students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Outcome 2

On completion of this unit, the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Unit 3

Area of Study 1

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

Outcome 1

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

Area of Study 2

Creating texts. In this area of study, students build on the knowledge and skills developed through Units 1 and 2. They read and engage imaginatively and critically with mentor texts, and are able to craft effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Outcome 2

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

Assessment tasks

- An analytical response to text in written form.
- Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text, through:
  – short-answer responses
  – note form summaries.
- A written text constructed in consideration of audience, purpose and context.
- A set of annotations reflecting on writing processes.

Unit 4

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

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

Outcome 1

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

Area of Study 2

Analysing argument. In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and

significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.

Outcome 2

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

Assessment tasks

- An analytical response to text in written form.
- An analytical response to argument in written form
- A point of view oral presentation.

Study Score

The study score for English as an Additional Language is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

The end of year examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Literature

Rationale

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

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

Year 10 (Elective)

The course engages students in actively reading, writing and talking about a wide range of texts. Students' enjoyment of set Literature is enhanced together with their own wider reading and writing.

It aims to develop:

- An understanding of human experience as presented in literature
- The ability to read critically
- An interest in reading widely for pleasure and understanding

Course Outline

The Areas of Study include:

- The construction of texts
- Exploration of genres – narratives, plays, poetry, essays, performance
- The representation of a range of cultures within texts
- The ways that texts comment on human experience
- Close analysis, creative adaptations and transformations, introduction to developing an interpretation of a text using supplementary reading

Skills

- Reading for understanding
- Communication of ideas
- Interpreting texts

Assessment Tasks

- Close analysis of texts
- Creative adaptation of texts
- Reflective writing
- Oral Presentations
- Critical Essays
- Examinations

Unit 1

Area of Study 1

Reading practices. In this area of study, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

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

Outcome 1

On completion of this unit, the student should be able to respond to a range of texts through close analysis.

To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2

Exploration of literary movements and genres. In this area of study, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts. Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

Outcome 2

On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2

Area of Study 1

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

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Outcome 1

On completion of this unit, the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Area of Study 2

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

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Outcome 2

On completion of this unit, the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3

Area of Study 1

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

Outcome 1

On completion of this unit, the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Area of Study 2

Developing interpretations. In this area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

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

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Outcome 2

On completion of this unit, the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

Area of Study 1

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

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Outcome 1

On completion of this unit, the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

Area of Study 2

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

Outcome 2

On completion of this unit, the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

Study Score

The study score for Literature is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

The end of year examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

French
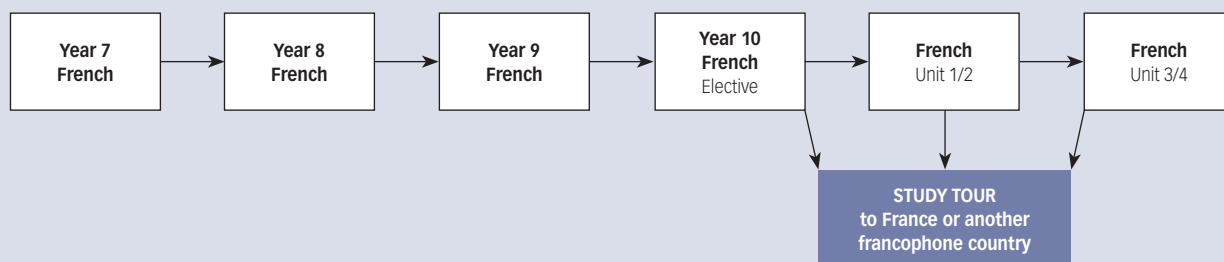
Rationale

French is an elective subject from Year 10 onwards. The language is systematically extended to prepare students for the VCE. The study of French provides students with the opportunity to learn one of the most commonly spoken languages in the world, which is also one of Australia's significant community languages. Additionally, French is a language that can be found in our neighbouring countries within the Australasian region.

French is a language of international sport, culture and philosophy and used widely in the fields of diplomacy, medicine, science, and international trade. The knowledge of French offers access to a system of grammar based on Latin. The close relationship between English and French aids students in the extension of their English language skills and the development of literacy throughout their secondary education.

The study of French promotes an understanding of global relationships, of past and present events and people's endeavours to learn from international co-operation. A student who has learnt more than one language in their school life is better equipped for a career in the globalised world in which they will live and work due to an increased intercultural awareness. Wherever possible, French will link with students' other subjects in order to enhance their academic and cultural knowledge and make clear the inter-connectedness of French to the rest of the world.

Much like music students receive private lessons, students of French in Senior School also benefit from the dedicated support of a native speaker of French assistant. In Years 11 and 12, students of French receive dedicated 2:1 or 1:1 time with the assistant during private study time to practise their oral communication skills and receive any additional tuition as needed.

Year 10

The course is designed to maintain and extend the skillful use of the French language and to enable students to use French in a wide range of contexts and situations relevant to the students' interests and experiences. Topics introduced include social life, past events, environmental issues, education, occupations and future plans. More complex grammar terms and structures are introduced to enable students to use and apply the language in different contexts.

Skills

- Listening
- Speaking
- Reading
- Writing
- Viewing

Assessment Tasks

- Vocabulary and grammar
- Aural and oral work
- Written expression
- Unit tests
- Cultural explorations
- Examination

VCE Units 1 and 2

The course is designed to enable students to use French to communicate with others, to understand and appreciate the cultural contexts in which French is used, to understand languages as a spoken system and to apply French to different situations using a variety of text types. The study maintains and deepens the skillful use of the language in the areas of listening, speaking, reading and writing. The current VCE study design forms the basis for this course. Prescribed themes studied for all VCE units are the individual, francophone communities and the changing world. Sub-topics for Units 1 and 2 include young people, travel and cultural experiences; Technology and the environment; The world of work, leisure and entertainment.

Unit 1 – French

In this unit students develop an understanding of the language and culture/s of French-speaking communities. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Area of Study 1 – Interpersonal communication

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

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction and consider the influence of cultural perspectives on meaning and mutual understanding.

Area of Study 2 – Interpretive communication

In this area of study students locate and use information from two texts in French, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in French effectively, to summarise content and to combine information in written responses in French and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the French-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

Area of Study 3 – Presentational communication

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

The presentation will feature cultural products or practices from French-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Unit 2 – French

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

Area of Study 1 – Interpersonal communication

In this area of study students participate in a written exchange in French. They develop skills and knowledge that enable them to read, listen to and view texts in French and to develop a suitable response in French. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

Area of Study 2 – Interpretive communication

In this area of study students extract information from texts provided in French and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in French and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of French-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in French and for recounting information in French. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

Area of Study 3 – Presentational communication

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

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in French and to speak about cultural connections and comparisons.

Assessment Tasks

- Response to written, spoken and visual texts
- Oral exchanges of information
- Production of original texts in different discourse forms in the target language
- End of Semester Examinations.

VCE Units 3 and 4

The course contributes to students' personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. The current VCE study design forms the basis for this course. Prescribed themes studied for all VCE units are the individual, francophone communities and the changing world. Sub-topics for Units 3 and 4 include Historical perspectives; Aspirations, education and careers; Global and contemporary societies; and Communication and media.

Assessment Tasks

- Response to written, spoken and visual texts
- Oral exchanges of information
- Production of original texts in different discourse forms in the target language

Unit 3 – French

In this unit students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through the study of three or more subtopics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of

language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Area of Study 1 – Interpersonal communication

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in French on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiate and persuade in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in French. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

Area of Study 2 – Interpretive communication

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

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in French. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

Area of Study 3 – Presentational communication

In this area of study students create an extended original piece of personal, informative or imaginative writing in French to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

Unit 4 – French

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Area of Study 1 – Interpersonal communication

In this area of study students research and present information on a cultural product or practice from a French- speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. Students use knowledge of the subtopic to explain differences and similarities between cultural contexts, such as the present and the past or between French-speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in French, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

Area of Study 2 – Interpretive communication

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in French on a selected subtopic. The texts should provide insights into an aspect of life in French-speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in French that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

Area of Study 3 – Presentational communication

In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic. The selected subtopic must be different from the subtopic/s used in Areas of Study 1 and 2.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic. They develop knowledge and understanding of the issue, such as the benefits of learning French, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the French-speaking communities.

Students create an original written text in French on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

Unit 3/4 Assessment

Role play, Discussion, Listening, Reading and Viewing tasks, Written products including Letters, Articles, Journal entries, Emails and Speeches

Study Score

The study score for French is calculated using the student's moderated School Assessed Coursework scores, end of year oral examination and end of year written examination 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%.

German

BJR: Bayerischer Jugendring

SAGSE: Scholarships for Australian-German Student Exchange
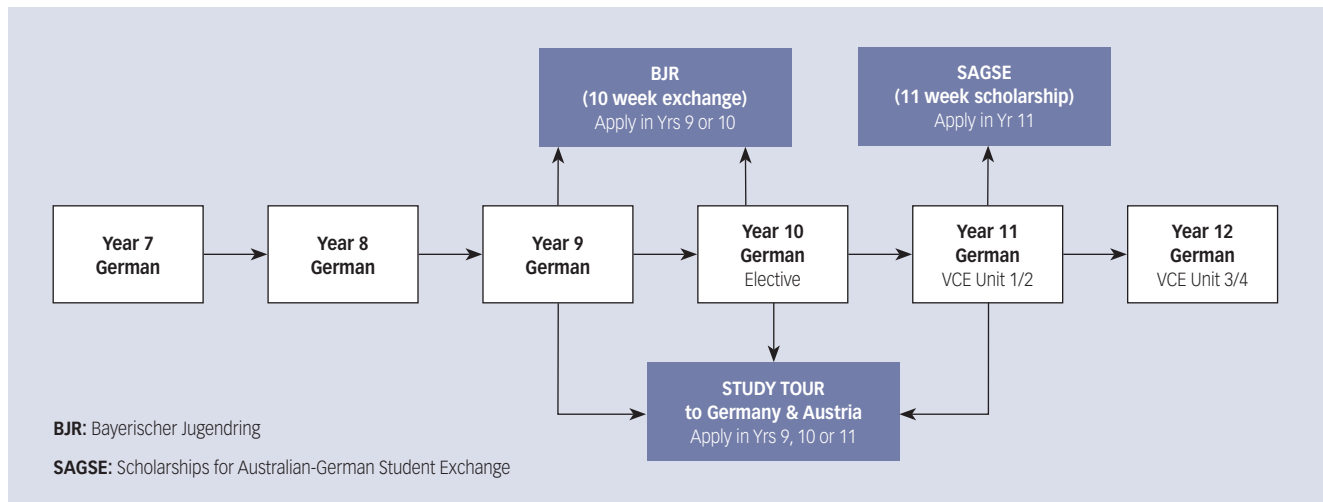
Rationale

German is an elective subject from Years 10-12. The language is systematically extended to prepare students for the VCE.

The study of German provides students with the opportunity to learn one of the major European languages of the world, which is also one of Australia's significant community languages. German is a language of culture, music, theology and philosophy and used widely in the fields of science, medicine, economics, technology and international trade. The knowledge of German offers access to a system of grammar based on Latin. The close relationship between English and German aids students in the extension of their English language skills and the development of literacy throughout their secondary education.

The study of German promotes an understanding of global relationships, of past and present events and people's endeavours to learn from international co-operation. The CGS Study Tour to Germany and Austria and exchanges provide learners with a clearer picture of humanity and global issues. A student who has learnt more than one language in their school life is better equipped for a career in the globalised world in which they will live and work due to an increased intercultural awareness.

Wherever possible, German will link with students' other subjects in order to enhance their academic and cultural knowledge and make clear the inter-connectedness of German to the rest of the world.

Much like music students receive private lessons, students of German in Senior School also benefit from the dedicated support of a native speaker of German assistant. In Years 11 and 12, students of German receive dedicated 2:1 or 1:1 time with the assistant during private study time to practise their oral communication skills and receive any additional tuition as needed.

Year 10

The course is designed to maintain and extend the skillful use of the German language and to enable students to use German in a wide range of contexts and situations relevant to the students' interests and experiences. Topics introduced include social life, education, media, occupations and future plans. More complex grammar terms and structures are introduced to enable students to use and apply the language in different contexts.

At the end of this year, students will complete the Goethe A2 Certification, which is an officially recognised language level certification required to consider study in Germany.

Skills

- Listening
- Speaking
- Reading
- Writing
- Viewing

Assessment Tasks

- Vocabulary and grammar
- Aural and oral work
- Written expression
- Unit tests
- Cultural explorations
- Examination

VCE Units 1 and 2

The course is designed to enable students to use German to communicate with others, to understand and appreciate the cultural contexts in which German is used, to understand languages as a spoken system and to apply German to different situations using a variety of text types. The study maintains and deepens the skillful use of the language in the areas of listening, speaking, reading and writing. The current VCE study design forms the basis for this course. Prescribed themes studied for all VCE units are the individual, German speaking communities and the changing world. Sub-topics for Units 1 and 2 include young people, travel and cultural experiences, technology and the environment, the world of work, leisure and entertainment.

Assessment Tasks

- Response to written, spoken and visual texts
- Oral exchanges of information
- Production of original texts in different discourse forms in the target language
- End of Semester Examinations.

Unit 1

Area of Study 1 – Interpersonal communication

In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in German on the selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

Area of Study 2 – Interpretive communication

In this area of study students locate and use information from two texts in German, chosen from a written, spoken or audio-visual format. They develop skills and knowledge to read, listen to or view texts in German effectively, to summarise content and to combine information from the texts in written responses in German and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the German-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

Area of Study 3 – Presentational communication

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

The presentation will feature cultural products or practices from German-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Unit 2

Area of Study 1 – Interpersonal communication

In this area of study students participate in a written exchange in German. They develop skills and knowledge that enable them to read, listen to and view texts in German and to develop a suitable response in German. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

Area of Study 2 – Interpretive communication

In this area of study students extract information from texts provided in German and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in German and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of German-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in German and for recounting information in German. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

Area of Study 3 – Presentational communication

In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation or extended written piece in German on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in German and to speak about cultural connections and comparisons.

VCE Units 3 and 4

The course is designed to enable students to use German to communicate with others, to understand and appreciate the cultural contexts in which German is used, to understand languages as a spoken system and to apply German to different situations using a variety of text types. Prescribed themes studies in Units 3 and 4 are the individual, German speaking communities and the changing world. Sub-topics for Units 3 and 4 include study, future plans, nature and environment, the world of work, travel and tourism, and consumerism.

Unit 3

Area of Study 1 – Interpersonal communication

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

ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in German. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

Area of Study 2 – Interpretive communication

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

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in German. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

Area of Study 3 – Presentational communication

In this area of study students create an extended original piece of personal, informative or imaginative writing in German to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

Unit 4

Area of Study 1 – Interpersonal communication

In this area of study students research and present information on a cultural product or practice from a German- speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. The subtopic for Area of Study 1 may be the same as the subtopic for Area of Study 2. Students use knowledge of the subtopic to explain differences and similarities between cultural contexts, such as the present and the past or between German-speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in German, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

Area of Study 2 – Interpretive communication

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in German on a selected subtopic. The texts provide insights into an aspect of life in German-speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in German that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

Area of Study 3 – Presentational communication

In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic. They develop knowledge and understanding of the issue, such as the benefits of learning German, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the German-speaking communities.

Students create an original written text in German on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments and carefully select and sequence language for the audience and purpose of the writing.

Assessment Tasks

School assessed tasks include:
- Response to spoken texts
- Response to written texts
- Response to visual texts
- Role-play
- Interview
- Writing in the target language

Study Score

The study score for German is calculated using the student's moderated School Assessed Coursework scores, end of year oral examination and end of year written examination 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%.

Health and Physical Education

Physical Education Pathways

	Year 10	Year 11	Year 12
Standard Pathway	Health and Physical Education (core)		
	Applied Human Movement	Physical Education Unit 1/2	Physical Education Unit 3/4
Advanced Pathway	Physical Education Unit 1/2	Physical Education Unit 3/4	

Health & Human Development Pathways

	Year 10	Year 11	Year 12
Standard Pathway	Health Perspectives	Health & Human Development Unit 1/2	Health & Human Development Unit 3/4
Advanced Pathway	Health & Human Development Unit 1/2	Health & Human Development Unit 3/4	

Outdoor and Environmental Studies

	Year 10	Year 11	Year 12
Standard Pathway		Outdoor and Environmental Studies Unit 1/2	Outdoor and Environmental Studies Unit 3/4
Advanced Pathway	Outdoor and Environmental Studies Unit 1/2	Outdoor and Environmental Studies Unit 3/4	

VCE VET Certificate III in Sport, Aquatics and Recreation

	Year 10	Year 11	Year 12
Standard Pathway		VCE VET Certificate III in Sport, Aquatics and Recreation Unit 1/2	VCE VET Certificate III in Sport, Aquatics and Recreation Unit 3/4 (from 2027)
Advanced Pathway	VCE VET Certificate III in Sport, Aquatics and Recreation Unit 1/2	VCE VET Certificate III in Sport, Aquatics and Recreation Unit 3/4 (from 2027)	

Physical Education

Year 10

Rationale

The Health and Physical Education Program at Caulfield Grammar School lays great stress on the fact that regular, vigorous activity makes a positive contribution to children's health. Accordingly, this School has a special responsibility in this area because of the important role that physical activity plays in normal growth and development.

- *Promote Physical Fitness:* Physical Education classes help students maintain and improve their physical fitness. Regular exercise improves cardiovascular health, muscle strength and flexibility, and overall physical health. By incorporating physical education into the school curriculum, students have the opportunity to develop a foundation for a healthy lifestyle that can benefit them well into adulthood.

- *Develops Motor Skills:* The Year 10 course offers an opportune time to develop motor skills, which are necessary for participating in sports and other physical activities. Physical Education classes help students develop hand-eye coordination, balance, and agility, which can improve their performance in physical activities and boost their confidence.

- *Improves Mental Health:* Physical activity has been shown to have a positive effect on mental health by reducing stress, anxiety, and depression. Year 10 can be a challenging time for many students, and Physical Education can provide a positive outlet for stress and anxiety.

- *Teaches Teamwork and Cooperation:* Many Physical Education activities involve teamwork and cooperation. Students learn to work together towards a common goal, which helps to develop important social skills and improves their ability to communicate effectively with others.

- *Encourages Lifelong Physical Activity:* By exposing students to a variety of physical activities, Year 10 Physical Education classes can help students find an activity that they enjoy and are motivated to continue outside of school. This can lead to a lifelong commitment to physical activity, which can have numerous health benefits.

- *Further develop critical thinking and knowledge around important contemporary youth health issues.*

Areas of Study

The aims of the Physical Education Program are to provide the student with the opportunity to develop:

- Physical skills
- Physical fitness
- Knowledge and understanding of contemporary youth health issues
- Social skills

Practical Content
Compulsory Units:
- Weight training/fitness conditioning
- Golf
- Lawn bowls
- Badminton
- Touch Footy
- Thunder Hockey

Assessment
Practical Units:
- Attitude and Effort
- Performance

Practical Units:
- Major assignment
- Classwork

Applied Human Movement

Rationale

This course is designed to examine the physiological influences on performance in physical activity through the investigation of basic anatomy and exercise physiology. Students explore the structure and function of related body systems and their interactions during physical activity, as well as introduce strategies to improve the responses of these systems via training. The course is approached through the integration of theory and practice. Students are introduced to the fundamentals of performance analysis in sport and also investigate a range of performance enhancing methods and athletic testing and training methodologies.

Aims

This study is designed to enable students to:

- Describe the role of the body systems using correct terminology;

- Observe and record how the body systems function during physical activity;
- Collect, analyse and interpret data on physical activity patterns;
- Accurately summarise information relating to training principles and methods and physiological responses to training;
- Identify appropriate fitness testing protocols and training methods to enhance fitness.

Areas of Study

- Structure and function of body systems involved in sport
- Introduction to fitness testing
- Training methods
- Performance analysis

Assessment

The work requirements provide the framework within which the Areas of Study are to be explored and the outcomes of the course achieved.

- Tests
- Video analysis
- Structured questions
- Laboratory reports
- Semester examinations
- Case study analysis
- Practical training sessions

Health Perspectives

Rationale

Health Perspectives addresses how contextual factors influence the health and wellbeing of individuals and communities. In Health Perspectives, students develop their knowledge and understanding and implement critical inquiry skills in research and data analysis. By analysing data and programs, students will begin to understand the influences on their own and others' health and wellbeing. This exciting elective creates opportunities for students to develop, enhance and exhibit, attitudes and values that promote a healthy lifestyle. Health Perspectives at Year 10 is an elective pathway for VCE Health and Human Development.

Aims

This elective is designed to enable students to:

- Develop health literacy;
- Develop knowledge, understanding and opportunities related to personal and community health and well being;
- Enhance skills to critically analyse health information from a variety of sources;
- Develop a critical inquiry approach to learning.

Areas of Study

- Dimensions of health and wellbeing
- Health status
- Australian healthcare system
- Nutrition
- Sustainable development goals
- Taking social action

Assessment

- Tests
- Structured questions
- Case study and data analysis
- Group and individual research tasks
- Semester examinations

Health and Human Development

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave

school and apply their learning in positive and resilient ways through future changes and challenges.

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

Aims

This study enables students to:

- Understand the complex nature of health and wellbeing, and human development;
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors;
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age;
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks;
- Develop understanding of the Australian healthcare system and the political and social values that underpin it;
- Apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions;
- Apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs;
- Propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Structure of the Study

The study is made up of four units:

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

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

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

VCE Units 1 and 2

Unit 1 – Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

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

Areas of Study

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

Unit 2 – Managing health and development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

- Developmental transitions
- Youth health literacy

Units 1 and 2 – Reporting and Assessment

Assessment Tasks

Each unit has three broad outcomes which consist of a list of Key Knowledge and Key Skills. Students, in the course of their learning activities, will carry out a variety of assessment tasks which will enable them to demonstrate a satisfactory level of achievement in the set of specific outcomes to satisfactorily complete the unit and gain an S for the unit. These include video analyses, laboratory reports, reports – written and oral, case study analyses and structured tests. The quality of these assessment tasks will be used as part of our internal grading of student performance. In addition, students will be required to complete a semester examination for each unit.

Skills

- Written communication
- Verbal communication
- Data analysis

Assessment Tasks

- Research Tasks
- Examination
- Tests
- Class work

VCE Units 3 and 4

Unit 3 – Australia's health in a globalised world

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

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

Areas of Study

- Understanding health and wellbeing
- Promoting health in Australia

Unit 4 – Health and human development in a global context

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

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

Areas of Study

- Global health and human development
- Health and the Sustainable Development Goals

Units 3 and 4 – Reporting and Assessment

Assessment Tasks

Satisfactory completion of each unit requires the student to demonstrate achievement of the set of outcomes specified for the unit. The student's level of achievement will be determined by School Assessed Coursework and an End of Year Examination. School-based assessment tasks are specified in the study design and relate to the outcomes in each unit. Each task will be allocated a weighted score and is designed to be part of the regular teaching and learning program. They will be completed mainly in class and within a limited timeframe.

The study score for Health and Human Development is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

VCE Physical Education

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Aims

This study enables students to:

- Use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise;

- Develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan;

- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement;

- Critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

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. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of Study

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

Unit 2 – Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical

activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity. By investigating a range of contemporary issues associated with physical activity, sport and exercise students explore factors that affect access, inclusion, participation and performance.

Areas of Study

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

Assessment

The study design provides scope for the assessment for this unit. Students are required to demonstrate achievement in two Outcomes. As a set, these outcomes encompass both areas of study.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this Unit are:

- Written reports
- Tests
- Oral presentations
- Laboratory reports
- Data analysis
- Multimedia presentation
- Examination

VCE Units 3 and 4

Unit 3 – Movement skills and energy for physical activity

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

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

Areas of Study

- How are movement skills improved?
- How does the body produce energy?

Unit 4 – Training to improve performance

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

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

Areas of Study

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?
- How can all Key Knowledge be applied to a specified practical activity?

Study Score

The study score for Physical Education is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

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

Outdoor and Environmental Studies

VCE Units 1-4

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices.

Aims

This study enables students to:

- Develop experiential relationships with, and knowledge of, outdoor environments.

- Develop an understanding of the ecological, historical, economic and social factors that have affected and will continue to affect outdoor environments over time.

- Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments.

Unit 1 – Connections with outdoor environments

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

Students are provided with the opportunity to explore ways in which nature is understood and perceived. Students develop an understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to outdoor environments and how they connect with outdoor environments.

Student experiences to link and apply theoretical content are done through activities such as but not limited to bushwalking, indoor rock climbing and canoeing. Students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2 – Discovering outdoor environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Unit 3 – Relationships with outdoor environments

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

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4.

Unit 4 – Sustainable outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4.o complete the investigation. This is assessed through the use of a written report

Assessment of levels of achievement

The student's level of achievement for Units 3 and 4 will be determined by School Assessed Coursework and an End-of-Year Examination.

Contribution to final Assessment

- School Assessed Coursework for Unit 3 will contribute 20% to the study score.

- School Assessed Coursework for Unit 4 will contribute 30% to the study score. (This includes a written report investigating outdoor environments)

- The level of achievement for Units 3 and 4 is also assessed by an End-of-Year Examination (externally marked) which will contribute 50% to the study score.

VCE VET Sport, Aquatics and Recreation

SIS30122 Certificate III in Sport, Aquatics and Recreation

Aims

This study enables students to:

- provide students with the knowledge, skills, and competency that will enhance their training and employment prospects in the sport or community recreation industry.

- enable students to gain a recognised credential and to make an informed choice of vocation or career path.

Program structure

The VCE VET Sport, Aquatics and Recreation Certificate IIII program provided credit at Units 1 to 4 level, reflective of the size of the qualification and is run over two years.

Scored assessment

Scored assessment is available for SIS30122 Certificate III in Sport, Aquatics and Recreation. Students in Years 10 and 11 may elect to study this subject. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training certificate at the end of the second year of study.

Satisfactory completion of the Units 1 and 2 course leads to the Unit 3 and 4 sequence, which completes the Certificate III qualification and contributes to a student's ATAR score.

Students who wish to receive an ATAR contribution for VCE VET Sport and Recreation must undertake scored assessment. This consists of three coursework tasks that are worth 66% of the overall study score and an end-of-year examination that is worth 34% of the overall study score.

The scored Unit 3–4 sequence of the VCE VET Sport, Aquatics and Recreation program is not designed as a standalone study. Students must complete Units 1 and 2 before proceeding onto the Units 3 and 4 program. The scored Unit 3–4 sequence of the VCE VET Sport and Recreation program must be delivered and assessed in a single enrolment year.

Certificate III (Units 1 and 2) – Year 1

Units of Competency

The following topics must be completed to a competency standard:

- 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 (Groups E Elective)
- BSBPEF301 – Organise personal work priorities (Group E Elective)
- HLTAID009 – Provide cardiopulmonary resuscitation (Elective)
- SISOFLD001 – Assist in conducting recreation sessions (Imported Elective)

Certificate III (Units 3 and 4) – Year 2

VCE VET Sport, Aquatics and Recreation Certificate III is recognised with the VCE Units 3 and 4 structure. Students in Years 11 and Year 12 may elect to study this subject if they have successfully completed the first year of the course. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training Certificate. Certificate III contributes to a student's ATAR score.

Units of Competency

The following topics must be completed to a competency standard:

- BSBWHS308 – Participate in WHS hazard identification, risk assessment and risk control processes (Core)
- SISSSCO001 – Conduct sports coaching sessions with foundation level participants (Elective)
- SISXPLD002 – Deliver recreational sessions (Elective)
- SISXPLD004 – Facilitate groups (Elective)

Assessment is competency based and ranges in a variety of tasks which students produce to demonstrate their skills. Students need to be deemed competent in each unit and also complete three in-class SAC assessments which contribute to their VCE Score. These assessments are:

- A Work Performance
- Portfolio
- Product
- Industry Project

Completion of an end of year digital examination is also required to gain a final score for this subject.

Students will receive their Certificate III in Sport, Aquatics and Recreation at the successful completion of Unit 3/4.

NOTE: The Units 3 and 4 sequence of VCE VET Sport, Aquatics and Recreation Certificate III is not designed as a stand-alone study. Students must undertake the Units 1 and 2 sequence to be able to qualify to study Units 3 and 4

* International students on CAAW, please refer to page 6 on VET requirements based on Visa conditions.

Humanities

All Humanities studies develop the necessary skills to undertake **ANY** Humanities study at the next level.
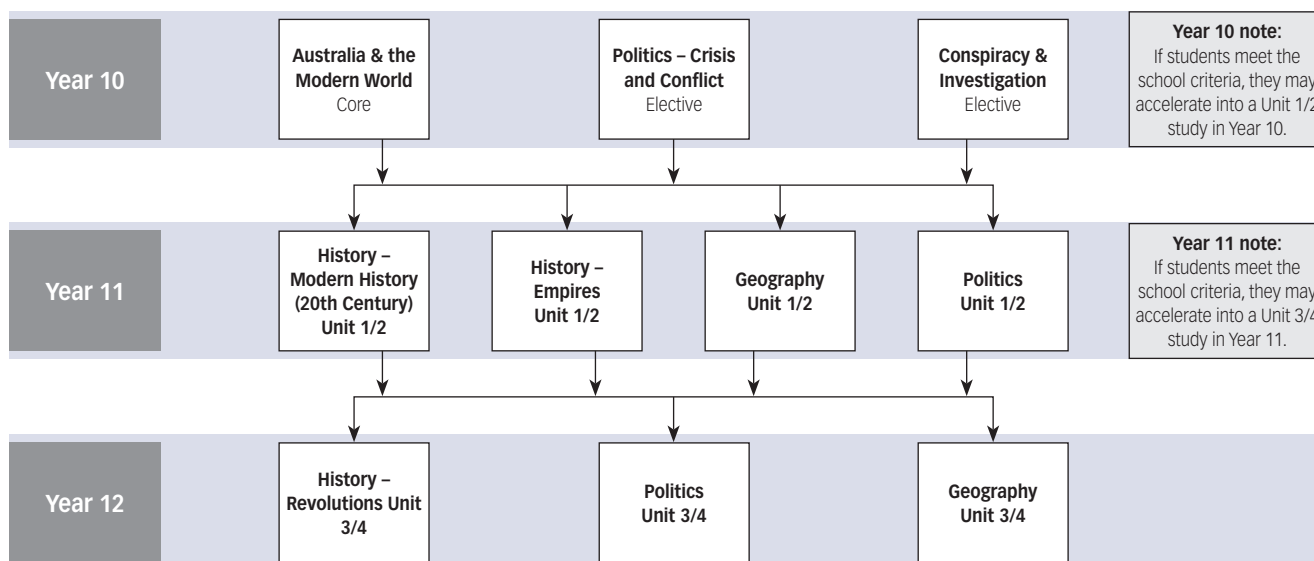
Year 10	**Australia & the Modern World** Core	**Politics – Crisis and Conflict** Elective	**Conspiracy & Investigation** Elective	**Year 10 note:** If students meet the school criteria, they may accelerate into a Unit 1/2 study in Year 10.
Year 11	**History – Modern History (20th Century) Unit 1/2**	**History – Empires Unit 1/2**	**Geography Unit 1/2**	**Politics Unit 1/2**	**Year 11 note:** If students meet the school criteria, they may accelerate into a Unit 3/4 study in Year 11.
Year 12	**History – Revolutions Unit 3/4**	**Politics Unit 3/4**	**Geography Unit 3/4**	

Australia & the Modern World

Core

Rationale

This course uses historical content to develop crucial skills for VCE studies and beyond, such as analysis, synthesis, written communication, use of evidence and formal argument structure. Students will study the impact of both World War Two and the Civil Rights Movement on Australia and analyse how these events changed Australia.

Area of Study 1

World War Two endures as the most destructive conflict humankind has experienced. Its causes are complex and varied and, in many ways, can be traced to the aftermath of World War 1. Some key events of the war in both the European and Pacific theatres include the rise of Hitler, the Fall of Singapore, Kokoda and the dropping of the Atomic Bomb on Japan. Students come to understand that Australia's experiences during World War Two had far reaching impacts on politics, society and the county's identity, including the ANZAC legend. Furthermore, the end of World War Two saw the USA emerge as a major world power. Students learn that Australia came to see the USA as the guarantor of its security in a world where traditional alliances were shifting significantly.

Area of Study 2

The idea of Human Rights emerged stronger after World War 2 responding to atrocities such as the Holocaust. Students will understand the significance of the Universal Declaration of Human Rights and its impact on events right up to present day. Students will recognise how the American Civil Rights Movement gained traction in the 1950s and, as a result, caused a ripple throughout the world and helped to shape the movement for rights of Indigenous Australians. Looking at key events within the movement, such as the 1962 right to vote, the 2008 apology and the evolving 'Invasion Day' protests, students will consider elements of continuity and change and will evaluate the access Indigenous peoples have to rights in the present day.

Assessment

School based coursework (60%) including:

- Document analysis
- Extended response
- Essay

Semester examination (40%)

Politics – Crisis & Conflict

Elective

Rationale

This course uses contemporary global affairs to develop crucial skills for VCE studies and beyond, such as analysis, synthesis, written communication, use of evidence and formal argument structure. Students will study case studies that allow them to highlight the complexity and challenges of global affairs. There is scope within the course to follow issues of significance as they arise and case studies will change based on current world events.

Key Questions

- How does the international community respond to crisis and conflict?
- Who are the key actors in contemporary global politics?
- From where does their power stem?
- What impact do these actors have on global politics?
- Do we have a responsibility to uphold international law everywhere?
- Can the world be rid of weapons and, if so, will it be safer?
- What crises does the world face today?
- What challenges do global actors face in achieving resolutions to these crises?

Area of Study 1

In this unit, students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. Students develop an understanding of actors that influence world issues such as the United Nations and what role they have in current conflicts and issues. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which state uses power to achieve its objectives.

Area of Study 2

Students investigate the conflict in Syria and evaluate the capacity for global cooperation in response to the crisis. These units develop student ability to evaluate evidence, discuss political issues and analyse events for their importance, consequences, and global impact. Students analyse the impact the conflict has on individuals and the extent to which the global community is upholding international law to address the crisis.

Assessment

School based coursework (60%) including:

- Short answer questions
- Extended Response
- Inquiry

Semester examination (40%)

Conspiracy & Investigation

Elective

Rationale

This course uses historical content to develop crucial skills for VCE studies and beyond, such as analysis, synthesis, written communication, use of evidence and formal argument structure. Students will study the JFK assassination and complete an historical investigation of their choosing and have the opportunity to present their findings creatively.

Areas of Study

1. Conspiracy – Who killed JFK?

One of the most enduring historical mysteries is the assassination of John Fitzgerald Kennedy (JFK). While numerous motivations and theories have been put forward, the truth remains elusive. Students will investigate the political issues present in the early 1960's, such as Communism, the bungled CIA invasion at the Bay of Pigs and the Vietnam War that may have had significance in the assassination. Students analyse the Oliver Stone film 'JFK" in terms of its accuracy and its contribution to the weight of evidence related to JFK's assassination, and students will research other available sources, including the Warren Commission and House Select Committee findings, to present their findings as to who killed JFK.

2. Investigation

In this area of study, students have the opportunity to complete their own historical investigation. This investigation may be an area of interest (a period of history, an event, a significant individual) or a personal story (family member, member of the armed services, family tree). Students will undertake work in historical method including effective research, assessing the credibility of sources and processing information to enable effective application. Students will also develop technical skills allowing them to present their findings in a creative and engaging format.

Assessment

School based coursework including:

- Extended responses and essay
- Class presentation
- Investigation method

YEAR 11

History – Empires

VCE Units 1 and 2

Rationale

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 will study the Spanish Empire (1490-1713 and the British Empire (1583-1788)

Areas of Study

Unit 1 – The rise of empires

- What were the foundations and features of the empire?
- What were the significant events and motivating forces that led to the rise of the empire?
- How did individuals, ideas and technologies contribute to the rise and expansion of the empire?
- How did the empire use and express its wealth and power?

In this area of study, students focus on the features of empires and what contributed to their rise. They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.

Unit 2 – Encounters, challenge and change

- How did the empire manage and consolidate its power and influence?
- How did daily life change through exchanges between the empire and its colonies?

- What were the consequences of encounters between the empire and indigenous peoples?
- To what extent did the empire decline and/or collapse?
- What were the significant legacies of the empire?

In this area of study, students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established, and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for indigenous peoples.

Assessment

- 50% will be derived from a combination of document analysis, extended response, presentation/s and essay tasks.
- 50% will be derived from the examination.

History – Modern History (20th Century)

(1918 – 2000)

VCE Units 1 and 2

Rationale

In this subject, students explore the nature of political, social and cultural change in the period between the world wars. They investigate the emergence of conflict between 1918 and 1939 and evaluate the causes of another world war by 1939. Students also explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students analyse the effect that peace treaties have on maintaining peace after war and the emergence of new ideologies. They consider and contrast the effect that competing ideologies have on nations and people and develop their ability to critically evaluate evidence to draw historical conclusions on events.

Unit 1 – Conflict and Change

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- How did ideology influence the emergence of new nation states?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?
- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?
- How did ideologies contribute to continuities and changes in society and culture?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?

In this unit, students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Students will use case studies such as the rise of Nazi Germany and the great depression in the USA to explore key questions and concepts.

Unit 2 – The Changing World Order

- What were the causes of the Cold War?
- What were the consequences of the Cold War on nations and peoples?
- What caused the end of the Cold War?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?
- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- What were the perspectives and experiences of those who demanded and/or resisted change?

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 also investigate a post cold war conflict.

Assessment

- 50% will be derived from a combination of assessment tasks including a historical inquiry, essay, evaluation of historical sources, short-answer questions, extended responses, multimedia presentation.
- 50% will be derived from the examination.

Politics

VCE Units 1 and 2

Rationale

VCE Politics assists students in understanding their political views and those of others. VCE Politics introduces students to the complexities of the contemporary world. It broadens their outlook through examining how political change and decision-making happens and how power may be used in a global context. VCE Politics also develops key transferrable skills such as argument development, inquiry, critical analysis and evidence-informed evaluation.

Unit 1 – Politics, Power and Political Actors

- How do political actors use power to achieve political stability and/or change within states?
- Who are the key political actors within Australia and globally?
- What makes a global political actor powerful?
- What are the interests and perspectives of various global actors?
- How does global interconnectedness impact on the power of global actors?
- What is the political significance of global actors?

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and study a contested, current political issue. Students then investigate the power of global actors, who are able to use power globally to achieve their interests.

Unit 2 – Stability and Change

- What are the principles, values and features of a democratic system?
- What are the issues facing democracy across the world today?
- What are the challenges to the legitimacy and spread of democracy globally?
- What alternative systems are used, and what are their benefits and drawbacks?
- How politically significant are the global challenges to democracy?
- To what extent does democracy contribute to global stability and/or opportunities for change?

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged in Australia and internationally. Students investigate the degree to which political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and allow students to gradually build on their understanding of what it is to think politically.

Assessment

- School-based coursework will constitute 50% of the global grade
- A semester examination will constitute 50% of the global grade

Geography

VCE Units 1 and 2

Rationale

Geography is not only up-to-date and relevant, but also one of the most interesting, hands-on, and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand and solve them. Studying Geography allows students to develop a unique framework for understanding the world, enabling them to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Unit 1 – Hazards and Disasters

The world can be a dangerous place with a wide range of disasters and hazards affecting the lives of millions of people every year. Geographers have an important role to play in understanding these dangers and in helping people to prepare for them. In this unit students examine the processes involved with hazards and hazard events, including their causes and impacts, and the

interconnections between human activities and natural phenomena. Students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. They study the economic choices available to organisations and communities to act, the available technological resources and the ability to plan and develop effective prevention and mitigation measures.

Unit 2 – Tourism: Issues and Challenges

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places, and environments. Contrasting examples of tourism from within Australia and elsewhere in the world are studied to support their investigations.

The study of tourism at local, regional, and global scales emphasises the interconnection within and between places. Students will explore the nature of tourism and the range of benefits to individuals, communities, and nations. Students will also consider the significant negative impact on environments, economies, and cultures that tourism brings. Geographers study these impacts and make recommendations about managing tourist numbers and activities to ensure environmentally sustainable and economically viable tourism.

Assessment

- 50% combination of topic tests, case studies and field investigations
- 50% examination

History – Revolutions

VCE Units 3 and 4

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. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

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. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

Students will study the French Revolution (1774 to 1795) in Unit 3 and the Russian Revolution (1896 to 1927) in Unit 4.

Areas of Study for both Units 3 and 4

1. Causes of Revolution

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

In this area of study, students analyse the long-term causes and short- term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

2. Consequences of Revolution

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved?

In this area of study, students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

Study Score

The study score for History Revolutions is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 & 4 School Assessed Coursework (including historical inquiry, evalution of sources, extended and essay responses) – 50%
- End of Year Written Examination (externally set and assessed) – 50%.

Politics

VCE Units 3 and 4

Rationale

VCE Politics assists students in understanding their political views and those of others. VCE Politics introduces students to the complexities of the contemporary world. It broadens their outlook through examining how political change and decision-making happens and how power may be used in a global context. VCE Politics also develops key transferrable skills such as argument development, inquiry, critical analysis and evidence-informed evaluation. VCE Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Unit 3: Global cooperation and conflict

- What makes an issue global?
- Why are global issues significant for global actors?
- What are the causes of global issues?
- How can global issues be resolved and what are the challenges to resolution?
- How can we understand the nature of contemporary humanitarian crises?
- What are the key challenges to resolving these crises and what might be the drivers for change?
- To what extent can global actors cooperate to manage conflicts?

In this unit, students investigate an issue and a crisis that pose challenges to the global community such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors. Students develop an understanding of the responses of global actors to these issues or crises may take a variety of forms, such as cooperation, disengagement and/or conflict, and they assess the degree to which these responses can effectively resolve the issue or crisis. Students consider how the actions and responses of global actors contribute to creating global and regional political stability and/or change.

Unit 4: Power in the Indo-Pacific

- How is power exercised in the Indo-Pacific region?
- How do states defined its national interests?
- What are the challenges that inhibit the achievement of a state's national interests?
- How effective is the state in using power to achieve its national interests?
- How does Australia perceive its strategic and national interests in the region?
- What are the different perspectives on Australia's role in the region?
- What are the key challenges to Australia's regional relationships?
- How has Australia responded to regional issues and crises and what are the impacts of those responses on regional relations?

Building on the learning from Unit 3, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change.

Study Score

The study score for Politics is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 & 4 School Assessed Coursework (including political inquiry, analysis of sources, extended and short answer responses and essays) – 50%
- End of Year Written Examination (externally set and assess) – 50%.

Geography

VCE Units 3 and 4

Rationale

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform these. As a discipline, Geography is uniquely positioned to tackle the challenges of the modern era.

Unit 3 – Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

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

Unit 4 – Human Population – Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement, and distribution, and how governments, organisations, and individuals have responded to those changes in different parts of the world.
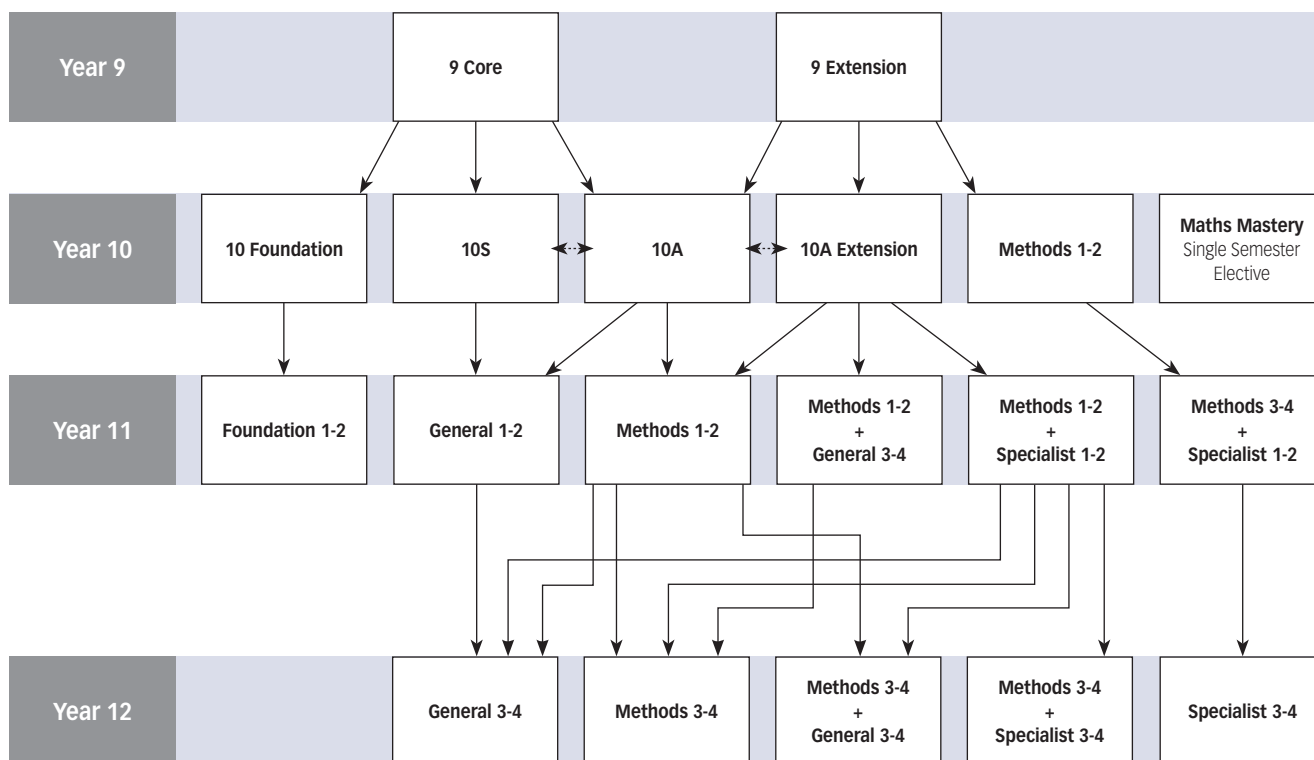
Students study the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places. They investigate: the growth and decline in fertility, the growth and decline in mortality rates, and population movement (forced and voluntary) of a growing population (Kenya) and an ageing population (Germany) and what strategies are being used to address the impacts.

Study Score

The study score for Geography is calculated using the student's moderated School Assessed Coursework scores and written examination as follows:

- Unit 3 & 4 School Assessed Coursework (including fieldwork report, analysis of geographical data and a case study) – 50%
- End of Year Written Examination (externally set and assessed) – 50%.

Mathematics

Year 9	9 Core		9 Extension		
Year 10	10 Foundation	10S ←··→ 10A ←··→	10A Extension	Methods 1-2	**Maths Mastery** Single Semester Elective
Year 11	Foundation 1-2	General 1-2	Methods 1-2	Methods 1-2 + General 3-4	Methods 1-2 + Specialist 1-2 · Methods 3-4 + Specialist 1-2
Year 12		General 3-4	Methods 3-4	Methods 3-4 + General 3-4	Methods 3-4 + Specialist 3-4 · Specialist 3-4

Year 10 Mathematics

Rationale

A study of Mathematics enables students to:

- *develop their capacity to solve problems individually and collaboratively*
- *select and use techniques that are appropriate to a given problem*
- *express arguments in a clear, logical manner, both orally and in writing*
- *recognise patterns and structures in a variety of situations and draw inductive generalisations*

These units of work have been devised to comply with the Victorian Curriculum for Mathematics.

Areas of Study

Space; Number; Measurement; Chance and Data; Algebra; Modelling. Mathematics is offered at the following different levels in Year 10.

10 Foundation Mathematics

This subject is designed for students who need to rebuild their basic skills, rather than undertake the 10 Standard Mathematics course. Students wishing to study 10 Foundation Mathematics should consult on an individual basis with their teacher and the Learning Area Leader for Mathematics.

10 Standard

This course is the Year 10 Victorian Curriculum mathematics course and is a good preparation for VCE General Mathematics in Year 11. Students who may be interested in studying VCE Mathematical Methods in Year 11 should opt for 10A or 10A Extension, not 10 Standard.

10A

This course is the advanced Year 10 Victorian Curriculum mathematics course, 10A. It is appropriate for students who wish to study VCE Mathematical Methods (Units 1 and 2) in Year 11. To be successful at 10A, students should be able to achieve a level 6 in the Year 9 common assessment.

10A Extension

Students with a good understanding of mathematics who have achieved highly at Year 9 will benefit from this extension course. It is designed to offer students a pathway to Units 1 and 2 Specialist or Units 3 and 4 General Mathematics in Year 11 in conjunction with Units 1 and 2 Mathematical Methods. A Year 9 MYP level of 7 or above would be recommended to study at this level.

VCE Units 1 and 2 Mathematical Methods

Students satisfactorily progressing from the Year 9 Extension mathematics course may take this VCE subject in Year 10 as an accelerated option.

N.B. Mathematics students compete in the Australian Mathematics Competition as well as being encouraged to enter the M.A.V. Mathematics Talent Quest, the A.M.T. Challenge and the Melbourne University Schools Mathematics Competition.

Maths Mastery (Single Semester Elective)

This elective unit focuses on the number and algebra skills that are particularly useful for the future study of VCE Mathematical Methods and Specialist Mathematics. The elective runs in addition to the Year 10 Mathematics courses above and is selected by students looking to enhance their proficiency and optimise future results. Content includes: rational and irrational arithmetic; numeric and algebraic fractions; linear, quadratic and simultaneous equations.

VCE Mathematics Courses

VCE Units 1 and 2

Course 1

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

Or

Course 2
- Units 1 and 2 of Mathematical Methods plus
- Units 1 and 2 of Specialist Mathematics
- Suitable for students who studied 10 Extension Mathematics

Or

Course 3
- Units 1 and 2 of Mathematical Methods plus
- Units 3 and 4 of General Mathematics
- Suitable for those students who studied 10A Extension Mathematics

Or

Course 4
- Units 1 and 2 of Mathematical Methods
- Suitable for those students satisfactorily progressing with at least B+ examination grades from 10A or 10A Extension Mathematics

Or

Course 5
- Units 1 and 2 of General Mathematics
- Suitable for those students satisfactorily progressing from 10 Standard Mathematics or higher

Or

Course 6
- Units 1 and 2 of Foundations Mathematics
- Suitable for those students currently completing 10 Foundation or those students encountering difficulties with 10 Standard

Areas of Study
- **Mathematical Methods – Units 1 and 2**
  Probability – Functions and Graphs – Algebra – Calculus
- **Specialist Mathematics – Units 1 and 2**
  Statistics – Complex Numbers – Algebra – Trigonometry – Calculus – Vectors – Kinematics – Proof – Graph Theory
- **General Mathematics – Units 1 and 2**
  Financial Arithmetic – Linear Algebra – Matrices – Networks and Decision Mathematics
- **Foundation Mathematics – Units 1 and 2**
  Basic Algebra - Number Skills - Data Analysis,- Financial Mathematics - Measurement

Assessment
Outcome 1 Tasks
- Assignments
- Tests – technology active and technology free
- Summary or review notes

Outcome 2 Tasks
- Modelling tasks
- Problem solving tasks
- Mathematical investigations

Outcome 3 Tasks
- Use technology in completing Outcome 1 and Outcome 2 tasks

Satisfactory completion
To complete a unit satisfactorily, the student must demonstrate achievement of the set of outcomes specified in accordance with VCAA regulations. It will be reported on the students 'Statement of Results'.

VCE Units 3 and 4

Subjects offered in Units 3 and 4:
- Units 3 and 4 of Specialist Mathematics
- Units 3 and 4 of Mathematical Methods
- Units 3 and 4 of General Mathematics

Areas of Study
- **General Mathematics – Units 3 and 4**
  Data analysis – Recursion and Financial Modelling – Graphs and Relations – Matrices.
- **Mathematical Methods – Units 3 and 4**
  Coordinate Geometry – Functions – Calculus – Algebra – Statistics – Probability.

- **Specialist Mathematics – Units 3 and 4**
  Coordinate geometry – Functions – Algebra – Calculus – Vectors – Logic and Proof – Statistics – Probability.

Outcomes
There are three types of mathematical outcomes which apply to each unit in Years 11 or 12:
1. Apply key knowledge and key skills
2. Model, investigate and solve problems
3. Use technology in each of Outcomes 1 and 2

Assessment
The student's level of achievement will be determined by School Assessed Coursework and two end of year examinations. The coursework will include an application task, modelling or problem-solving tasks and topic tests.

The end of year examinations for Mathematical Methods and Specialist Mathematics will be:
- Examination 1 – NO CALCULATOR – Extended Responses
- Examination 2 – CALCULATOR – Multiple Choice and Extended Responses

The end of year examination for General Mathematics will be:
- Examination 1 – CALCULATOR – Multiple choice
- Examination 2 – CALCULATOR – Extended Responses

Study Score
The Mathematics study scores are calculated using the student's moderated School Assessed Coursework scores and written examination as follows:
- Unit 3 & 4 School Assessed Coursework – 50%
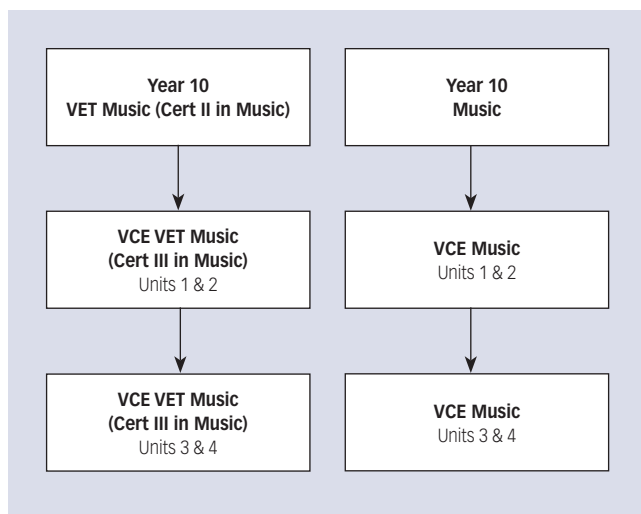- Two End of Year Written Examinations (externally set and assessed) – 50%.

Higher Education Study

Mathematics

Suitably qualified students may study this course, which is provided outside the normal school program.

Further information from the Learning Area Leader – Mathematics

Music

Year 10 Music

Rationale

This music course develops intellectual, aesthetic and cultural understanding of the value and importance of music. As soloists and members of a group, students gain skills in preparing programs of musical works. They learn about and apply musicianship in a range of styles. Music and computer technology are combined to provide a range of opportunities developing skills in aural comprehension and musicianship.

This elective unit is offered as a semester-long subject and is designed for those instrumentalists and vocalists who wish to extend their music studies beyond their individual instrumental or voice lessons. Students who intend to continue their music studies through to VCE level are encouraged to undertake this subject as it provides a base of knowledge and skills.

Students study the areas of performance, theory, musicianship, composition and improvisation. They are introduced to a wide variety of music.

Assessment

Skills
- Listening
- Presentation
- Organisation
- Performing

Tasks
- Musicianship exercises
- Written tasks
- Presentation
- Performance

Year 10 Music Technology (CUA20620) Certificate II in Music

Rationale

Music Technology at Year 10 has been developed in conjunction with music industry professionals and incorporates the nationally recognised qualification CUA20620 Certificate II in Music. This course is offered as either a single semester or a year-long elective and develops artistic and technical skills through the practical application of audio production techniques incorporating composition, recording, computer editing and production.

International students on CAAW – please refer to VET requirements based on Visa conditions on Page 6.

Area of Study

At the conclusion of Year 10, students who complete the year-long course will receive the full qualification CUA20620 Certificate II in Music. Those students

completing the semester-long course will receive a Statement of Attainment for the units of competency satisfactorily completed.

Assessment

Skills
- Digital audio production
- MIDI editing and virtual instruments
- Music production techniques
- Samples, loops and synthesisers
- Sound and acoustics
- Live sound for performance
- Studio recording, mixing, sequencing and mastering
- Audio effects and processors

Tasks
- Computer recording and editing for film
- Electronic music production
- Studio recording techniques
- Mixing and mastering
- Live sound for bands

Units of Competency

(NOTE: Year-long course = 8 Units, Semester-long = 4 Units)

- BSBWHS211 – Contribute to health and safety of self and others (Core)
- CUAIND211 – Develop and apply creative arts industry knowledge (Core)
- BSBTWK201 – Work effectively with others (Core)
- CUAMPF111 – Develop skills to play or sing music (Elective)
- CUAMCP211 – Incorporate technology into music making (Elective)
- CUAMPF213 – Develop ensemble skills for playing or singing music (Elective)
- CUASOU213 – Assist with sound recordings (Elective)
- CUASOU319 – Restore audio tracks (Elective)

VCE VET Music (Sound Production) (CUA30920) Certificate III in Music

Rationale

The CUA30920 Certificate III in Music is a course for students who are interested in working in the Music Industry in a variety of areas including Music Technology and Performance, with a focus on live sound and studio recording. Although students are not required to have a music background to undertake this program, it is highly recommended that students have undertaken the Year 10 elective CUA20620 Certificate II in Music.

International students on CAAW – please refer to VET requirements based on Visa conditions on Page 6.

The Certificate III Program will be delivered as a timetabled VCE VET subject offered to students over two years. At the completion of CUA30920 Certificate III in Music, students will be able to:

Aims

- Gain an insight into the industry sectors and career opportunities;
- Explain how the music industry works in their local environment;
- Identify music styles, production processes and promotional opportunities;
- Gain basic skills in performance, technology and business practice;
- Develop skills in mixing sound in live and studio environments;
- Demonstrate appropriate health, safety and security procedures;
- Work with others through organising a music event.

To attain the VCE VET Certificate III in Music, students are required to complete 11 units of competency in Units 1–2 and Unit 3–4 sequence.

Any student wishing to not continue study at Units 3 and 4 will be awarded a Statement of Attainment in all units of competency successfully completed.

Units 1 and 2 – Year 1

The units for study at Units 1 and 2 in 2024 are:

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)

Assessment

Assessment will involve:
- Practical Demonstrations
- Two Written Examinations
- Oral Interviews
- Tests and Assignments

Units 3 and 4 – Year 2

The Units 3 and 4 sequences of VCE VET Music are not designed as standalone studies. Students are unable to undertake the Unit 3–4 sequence without first completing Unit 1–2 or being able to prove Recognition of prior learning (RPL).

Assessment

Assessment will involve:
- Practical Demonstrations
- School Assessed Coursework
- Written Examination
- Oral Interviews
- Tests and Assignments

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)

Study Score

Students wishing to receive a Study Score for VCE VET Music (Sound Production) must undertake Scored Assessment. This consists of:
- 3 Coursework Tasks – 66%
- End of Year Examination – 34%.

VCE Music

Rationale

VCE Music is an immersive, creative, and skill-building subject that encourages students to engage deeply with music as performers, creators, analysts and critical listeners. Through hands-on experiences, students refine their musicianship and develop a personal and informed connection to music drawn from a wide range of cultures, traditions, styles and time periods.

*At its core, VCE Music nurtures more than just musical ability — it cultivates **adaptability, creative thinking, teamwork, communication, self-discipline, and cultural understanding**. Students explore how music interacts with technology, art, and society, and they develop the ability to express ideas clearly, solve complex problems, and work both independently and collaboratively.*

Participation in music supports the development of transferable skills that benefit learners across all areas of life. It sharpens focus, encourages reflective practice, and strengthens both verbal and non-verbal communication. As students create, perform and respond to music, they grow as confident, flexible thinkers who are able to approach challenges from multiple perspectives — valuable traits in any future pathway.

VCE Music offers a vibrant, inclusive space for students to explore their creativity while building lifelong skills that empower them to think critically, collaborate effectively, and express themselves with confidence.

The following requirements are strongly recommended for this subject:
- Theory – AMEB Grade 3 (or equivalent).
- Weekly instrumental lessons (45min minimum). Lessons may be taken in or outside the School.

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.

They 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.

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

They 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 as well as use compositional devices to create works that communicate their ideas.

Areas of Study

- Performing
- Creating
- Analysing and responding

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.

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

As they analyse and respond to a wide range of music, students 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

- Performing
- Creating
- Analysing and responding

Units 3 and 4: Music inquiry

VCE Music Inquiry is a creative and flexible course for students who want to explore music on their own terms — by performing, composing, arranging, analysing, and responding to music that inspires them. It's ideal for those who enjoy making connections between music and the wider world, and who are curious about how musical ideas develop, transform, and influence others.

This course builds practical and future-ready skills such as creative thinking, research and analysis, collaboration, communication, self-direction, and project management. These are the kinds of skills recognised and valued across a wide range of professional pathways — not just in music.

In Music Inquiry, students develop and showcase their own artistic voice through a self-designed project, supported by guided investigations, hands-on music making, and critical listening. They learn how to explain creative choices, interpret works with insight, and understand the influence of music across time, place and culture.

Across Units 3 & 4, students will:

- Perform and compose/arrange music inspired by an existing artist or style
- Investigate musical influences and develop an original Area of Inquiry
- Explore the creative process behind musical works — including their own
- Build a portfolio and performance project that demonstrates insight, originality and skill
- Listen critically and respond thoughtfully to music from a wide range of styles and traditions

Students are encouraged to think independently, take creative risks, and reflect deeply — building habits of mind that support success well beyond the music classroom.

Areas of Study

- Music Making – Composing, performing, arranging, and reimagining
- Analysing for Music Making – Investigating how ideas and styles influence one another
- Responding – Developing aural skills, critical thinking, and musical insight

Assessment Breakdown

- Unit 3 & 4 School Assessed Coursework – 35%
- Externally Assessed Project (folio + performance + analysis) – 50%
- End-of-Year Written Examination – 15%.

VCE Music Inquiry empowers students to be creative thinkers, effective communicators, and confident learners. It's a course for those who want to explore music deeply while building versatile, real-world skills that will serve them in any future path they choose.

Units 3 and 4: Music Contemporary Performance

VCE Music Contemporary Performance is an exciting course for students who want to take creative ownership of their music, build confidence in performance, and develop a unique personal voice. Whether you're into rock, pop, jazz, EDM, funk, R&B, or country, this course celebrates creativity, collaboration, and innovation — skills that are valuable in every career pathway, not just the music industry.

Through a focus on live performance, reimagining existing works, and creating original interpretations, you'll strengthen critical skills such as creative thinking, teamwork, communication, leadership, adaptability, and resilience — all highly sought after in fields like medicine, engineering, law, education, technology, and business.

In this course, you'll:

- Perform a range of solo and ensemble works across contemporary music styles
- Creatively reinterpret an existing work and craft your own version
- Present an original Australian work created after 1990
- Refine technical and expressive skills through regular practice, feedback, and performance
- Analyse the approaches of professional musicians and develop your own interpretative flair
- Sharpen aural, critical listening, and problem-solving skills essential for success in all industries

You can present on any instrument (or combination of instruments) that best showcases your musical abilities, developing a performance program that reflects your individuality and artistic growth.

Areas of Study

- Performing – Preparing, refining, reimagining, and delivering compelling performances
- Analysing for Performance – Investigating personal voice, musical interpretation, and technical development
- Responding – Building critical listening, aural memory, and analytical thinking

Assessment Breakdown

- Unit 3 & 4 School Assessed Coursework – 30%
- End-of-Year Aural and Written Examination – 20%
- External Live Performance Recital – 50%

VCE Music Contemporary Performance helps you develop confidence, creativity, and collaborative skills that open doors to any future you choose — whether that's in music, health, law, business, STEM fields, or the arts.

It's more than just a music subject — it's a course that strengthens the real-world skills you need to lead, innovate, adapt, and succeed

Units 3 and 4: Music Repertoire Performance

VCE Music Repertoire Performance is a course for students who love bringing music to life through detailed interpretation and refined technique. Centred around the performance of notated music works, this subject empowers students to explore style, expression, and artistic identity while building real-world capabilities that extend far beyond the concert hall.

In this course, students develop a deep understanding of how music is shaped by historical context, tradition, and performance practice — and how to make meaningful artistic choices that communicate a clear creative vision. Whether performing as a soloist or in an ensemble, students build the confidence to present work with authenticity, skill, and nuance.

Through the process of preparing a recital program, students gain critical skills such as attention to detail, reflective thinking, problem-solving, collaboration, discipline, and the ability to give and receive feedback — capabilities that are widely recognised and highly valued across all professions.

Across Units 3 & 4, students will:

- Prepare and present a performance program of notated works across a range of styles and eras
- Build expressive and technical mastery, both individually and in ensemble settings
- Explore musical interpretation through research, listening, rehearsal and critical discussion
- Develop and refine a personal approach to performance, backed by musical insight and evidence
- Strengthen listening, memory and analytical skills through aural and music language work

Students perform works from an established repertoire, including at least one Australian composition written since 1990, one ensemble piece, and one work from the prescribed list.
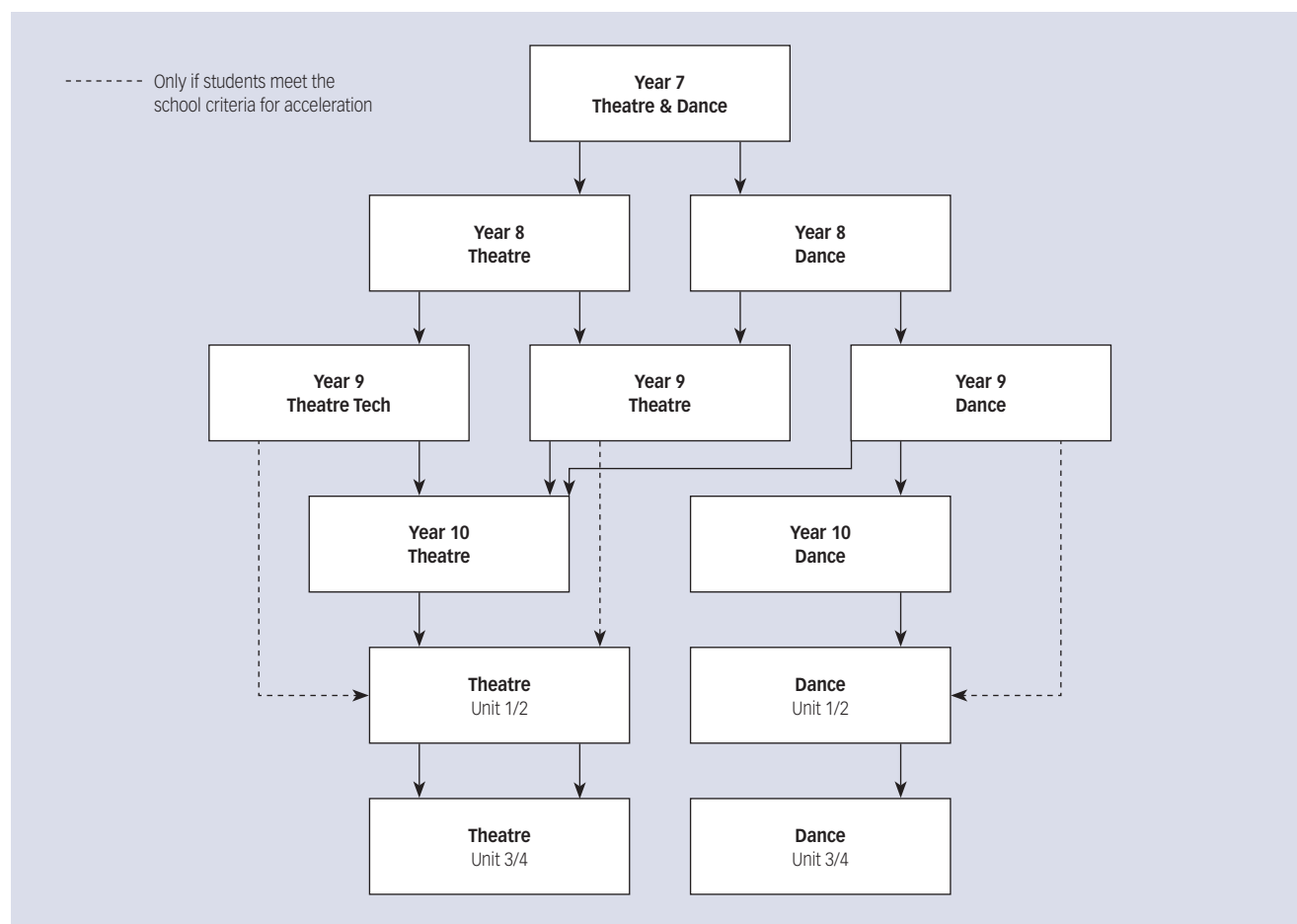
Areas of Study

- Performing – Interpreting and presenting music with technical and expressive control
- Analysing for Performance – Investigating how interpretation is shaped through research and rehearsal
- Responding – Developing aural and music language skills to support confident musicianship

Assessment Breakdown

- Unit 3 & 4 School Assessed Coursework – 30%
- End-of-Year Aural and Written Examination – 20%
- External Performance Recital – 50%

VCE Music Repertoire Performance builds the foundation for confident, articulate, and self-aware learners. It is as much about precision and performance as it is about focus, leadership, and independent thinking — skills that support excellence in any future study or career path.

Performing Arts

```
-------- Only if students meet the
         school criteria for acceleration
```

```
                              ┌──────────────────┐
                              │      Year 7      │
                              │ Theatre & Dance  │
                              └──────────────────┘
                                 │            │
                                 ▼            ▼
                    ┌──────────────┐    ┌──────────────┐
                    │   Year 8     │    │   Year 8     │
                    │   Theatre    │    │    Dance     │
                    └──────────────┘    └──────────────┘
                       │         │          │
                       ▼         ▼          ▼
            ┌────────────┐ ┌────────────┐ ┌────────────┐
            │   Year 9   │ │   Year 9   │ │   Year 9   │
            │Theatre Tech│ │  Theatre   │ │   Dance    │
            └────────────┘ └────────────┘ └────────────┘
                  │             │                │
                  ▼             ▼                ▼
            ┌──────────────────────┐   ┌──────────────────┐
            │       Year 10        │   │     Year 10      │
            │       Theatre        │   │      Dance       │
            └──────────────────────┘   └──────────────────┘
                       │                      │
                       ▼                      ▼
            ┌──────────────────┐   ┌──────────────────┐
            │     Theatre      │   │      Dance       │
            │     Unit 1/2     │   │     Unit 1/2     │
            └──────────────────┘   └──────────────────┘
                       │                      │
                       ▼                      ▼
            ┌──────────────────┐   ┌──────────────────┐
            │     Theatre      │   │      Dance       │
            │     Unit 3/4     │   │     Unit 3/4     │
            └──────────────────┘   └──────────────────┘
```

Year 10 Theatre Studies

The Production Process is the main focus of study in the Year 10 Theatre Studies course. Students will investigate Elizabethan Theatre and the works of Shakespeare to choose a monologue and play for performance. They will form their own production company, taking on acting and stagecraft design roles, to work collaboratively and creatively in presenting their chosen production. This course enables students to complete a focused study on The Production Process, allowing students to not only develop acting skills but also skills in set design, costume design, sound design, lighting design and props design. They will watch professional theatre productions and complete analytical responses to these plays. Students will also complete analytical and reflective tasks relating to their own performance work, and explore the elements of theatre composition.

Skills

- Focus and collaboration
- Interpreting a script for performance (Literacy)
- Acting
- Design and application of stagecraft.
- Critical analysis

Assessment

- Monologue performance
- Performance analysis
- Journal – Self-analysis and reflection
- Whole class performance project

Course Content

- Self-awareness
- The ensemble ethic
- Movement
- Voice
- Improvisation
- Characterisation
- Motivation and behaviour
- Stage movement
- Working with scripts
- Acting styles
- Rehearsal process
- Performance
- Application of stagecraft
- Professional theatre visits
- Analytical responses – terminology.

Year 10 Dance

Rationale

Dance in Year 10 focuses on the art form and structure of Dance, looking closely at the process of performance and choreography. Students are given opportunity to choreograph self-devised group work, perform a learnt work taught by another choreographer, analyse dance performance and experiment with various choreographic processes. Students will study the theories and techniques of dance analysis and choreography, and learn the essential skills to critically analyse their work.

Skills

- Focus and co-operation
- The art of performance
- Safe dance practices
- Dance technique
- Dance making

Assessment

- Choreography
- Journal
- Group dance performance
- Dance history assignment
- Self-analysis
- Performance skills and analysis

Course Content

- Chorography for performance
- Dance styles
- Focus on stage
- Performance
- Rehearsal processes
- Working with professional choreographers
- Professional dance visits
- Analytical responses
- Dance film and multimedia
- Terminology
- Safe dance practices

VCE Theatre Studies

Rationale

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Aims

This study enables students to:

- acquire knowledge of theatre including its styles, purposes and audiences

- interpret scripts through engagement in the production process

- experiment creatively and imaginatively with theatrical possibilities and elements of theatre composition Introduction

- apply knowledge of production roles and the skills to interpret scripts

- understand themselves as theatre practitioners and audience

- appreciate theatre and its significance as an art form

- apply safe and ethical personal and interpersonal practices in theatre production

- conduct performance analysis and production evaluations and apply learning to their own theatre production work

- apply thinking, problem-solving and communication skills to creatively participate in the theatre life of their community.

Structure

The study is made up of four units.

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

Unit 1 – Modern theatre styles and conventions

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

Areas of Study 1 – Exploring pre-modern theatre styles and conventions

Outcome 1

On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.

Areas of Study 2 – Interpreting scripts

Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.

Areas of Study 3 – Analysing a play in performance

Outcome 3

On completion of this unit the student should be able to analyse a performance of a script.

Assessment

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

Unit 2 – Modern theatre styles and conventions

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

Areas of Study 1 – Exploring modern theatre styles and conventions

Outcome 1

On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era.

Areas of Study 2 – Interpreting scripts

Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era.

For Area of Study 2, students are required to work in at least two production roles. Production roles for Area of Study 2 are:

- actor
- director
- designer – any one or more of costume, make-up, props, set, lighting, sound

Areas of Study 3 – Analysing and evaluating a theatre production

Outcome 3

On completion of this unit the student should be able to analyse and evaluate a theatre production.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Unit 3 – Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Areas of Study 1 – Staging theatre

Outcome 1

On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

For Area of Study 1 students select two production roles from the following list:

- actor
- director
- designer – any one or more of costume, make-up, props, set, lighting, sound

Areas of Study 2 – Interpreting scripts

Outcome 2

On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Areas of Study 3 – Analysing and evaluating theatre

Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Unit 4 – Presenting an interpretation

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

Monologue selection

For Areas of Study 1 and 2, students must select a script, scene and monologue from the VCE Theatre Studies Monologue Examination published annually by the VCAA. The list will consist of a set of prescribed scripts, a specified scene from each script and a selected monologue from that scene.

Production roles

In Unit 4, Areas of Study 1 and 2, the production roles are:

• actor and director: students must work in both roles
OR
• designer – any two of costume, make-up, props, set, lighting, sound

Areas of Study 1 – Researching and presenting theatrical possibilities

Outcome 1

On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Areas of Study 2 – Interpreting a monologue

Outcome 2

On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

Study Score

The study score for Theatre Studies is calculated using the student's moderated School Assessed Coursework, end of year Monologue examination and end of year Written Examination. The four graded assessments contribute to the study score as follows:

• Unit 3 School Assessed Coursework – 30%
• Unit 4 School Assessed Coursework – 15%
• End of Year Monologue Examination – 25%
• End of Year Written Examination (externally set and assessed) – 30%

Monologue examination

Students will interpret a monologue from a scene in a play and explain their interpretive decisions. The monologue will be selected from the VCE Theatre Studies Monologue Examination set annually by the VCAA.

Written examination

A panel appointed by the VCAA will set the examination. All key knowledge and key skills that underpin Unit 3, Outcomes 1, 2 and 3, and Unit 4, Outcomes 1 and 3, are examinable.

VCE Dance

Rationale

This subject focuses on the art of movement and the ability of each learner to construct, interpret and bring to the subject, his/her own perspective and appreciation of Dance. Students learn the fundamental elements of choreography, to analyse and construct meaning from dance works, to refine their dance skills and to examine the relationship between the body and the art of expression. The Dance curriculum at this level aims to give students the ability to generate meaningful and intuitive dance works by equipping them with the necessary skills to understand how to create an expressive intention and the art of developing significant and technically proficient compositions based on academically sound practices.

Skills

• Understanding and creating an expressive intention in dance
• Developing a safe and correct use of the body in individual and group dance works
• Creating a unified solo composition
• Learning, rehearsing and performing a learnt dance work
• Understanding cultural influences on dance

• Observing and critiquing dance analytically
• Interpreting dance through an analysis of the Elements of Movement

Assessment

• Performance skills
• Dance works analysis
• Self-Analysis skills
• Journal writing
• Choreographic projects

Areas of Study

• Time, Space and Energy
• Expressive intentions
• Safe Dance practices
• Improvisation in Dance
• Sound and Music in Dance
• The Art of Solo Dance
• The processes of a Learnt Dance

VCE Dance – Units 1-4

This study is made up of four units:

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Entry

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

It is recommended that students should have three to four years dance experience prior to the commencement of VCE Dance.

Unit 1

This unit enables students to explore the potential of the body as an instrument of expression. Students learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body actions. They explore and perform dance works originating from different dance-making processes and discuss cultural influences on the movements and ideas communicated in their own and others' dances.

Areas of Study

• Dance perspectives
• Dance technique
• Dance composition and performance.

Unit 2

This unit enables students to expand their dance vocabulary by exploring different ways of executing movement within dance-making and the performing processes involved. Students apply their understanding of the expressive capacity of different techniques/movements to the learning, composition and performance of dance works. Students are introduced to pre-twentieth century dance traditions through a study of the expressive use of the elements of movement to analyse and discuss ways in which contrasting techniques of movement express the intention of of both their own dance work/s and that of others.

Areas of Study

• Dance perspectives
• Dance technique
• Dance composition and performance

Assessment

• Written reports
• A solo dance work composed by the student
• A group dance work learnt from a choreographer
• A solo or group structured improvisation

Unit 3

This unit enables students to develop compositional skills by exploring ways in which the intention of the dance maker(s) can be expressed through the arrangement of movement within a structure. Solo dance works are informed through an analysis of cultural influences and compositional techniques used in solo dance works of major twentieth century choreographers from 1900 to 1969. The unit also focuses on technical complexity and accuracy, performance skills in a learning group and composing a solo dance work.

Areas of Study

• Dance perspectives and analysis
• Dance technique
• Dance composition and performance

Unit 4

This unit enables students to refine compositional skills by exploring ways in which the intention of the dance maker can be expressed through the use of spatial organisation and group structures. Dance works are informed through analysis of the cultural influences and compositional techniques used in group dance works of major twentieth century choreographers from 1970 to the present day. The unit also focuses on accurate use of spatial organisation in choreographing, rehearsing and performing a unified solo dance work.

Areas of Study

- Dance perspectives and analysis
- Dance technique
- Dance composition and performance.

Study Score

The study score for Dance is calculated using the student's moderated School Assessed Coursework scores, Solo Performance examination and end of year Written Examination. The four graded assessments contribute to the study score as follows:

- Unit 3 School Assessed Coursework – 15%
- Unit 4 School Assessed Coursework – 10%
- Solo Performance Examination – 50%
- End of Year Written Examination (externally set and assessed) – 25%

Science
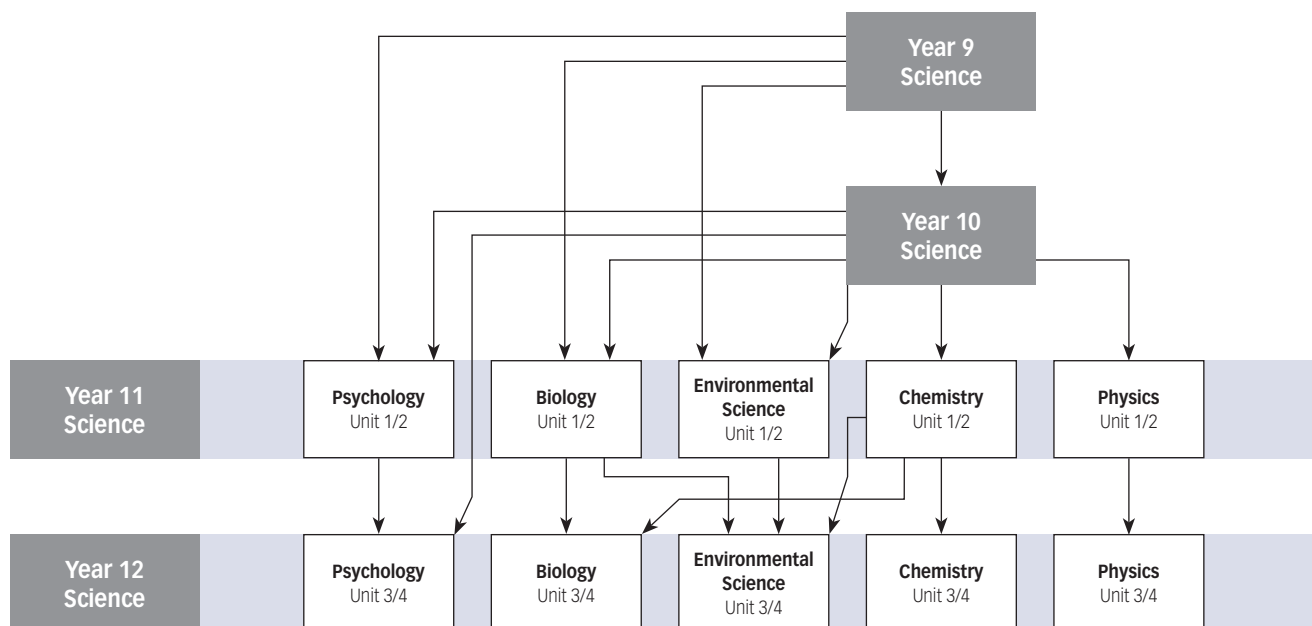
Science

Rationale

Science is an integral part of modern society and our science courses are designed to equip students with the scientific skills and knowledge needed to function effectively and deal with scientific matters arising in daily life. The courses stress the interrelated nature of various science disciplines and progressively develops skills and knowledge using contexts relevant to student experience. Science is presented as a dynamic area of knowledge which empowers people to find solutions for the future but also presents us with ethical questions. As the course progresses, students should develop insights into how science is applied in our society, use the methods of science to seek answers to questions and make informed decisions about scientific issues, further studies and careers. These courses available at Year 10 are fully compliant with the Australian Curriculum as published by ACARA.

This unit of work has been devised to comply with the Australian Curriculum for Science

Course Choices

All Year 10 students must choose ONE of the following courses that will run for the whole year.

1. **Science.** The standard course undertaken by most students to provide a broad experience of Science that will prepare them to study any VCE Science.
2. **Extension Science.** An extension course based on the Science course designed to extend independent and able students, particularly for those students considering VCE Chemistry, Physics and/or Biology. Interested students can apply for this course and a selection process will take place.

Science – Year 10

This course is designed to offer students major units of study in the core disciplines of science at Years 11 and 12 level. The aim of this Unit is to give students an opportunity to familiarise themselves with the type of material involved and the style of work required for VCE Science. This will enable students to make more informed choices for their studies at Years 11 and 12, which occurs early in Term 3.

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theory of natural selection. An understanding of chemical reactions is developed to enable evaluation of the current issues surrounding energy resources and climate change. Understanding motion and forces are related by applying physical laws. Relationships between aspects

of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Science at the Movies – Year 10

This Year 10 elective subject explores the real science behind popular films and TV shows, like Oppenheimer and Interstellar. In this unit, you'll dive into the world of the physical sciences to separate fact from fiction, discover how accurate depictions of scientific concepts enhance storytelling and where movies take creative liberties for dramatic effect. Exploring black holes and worm holes, the chemistry of pharmaceuticals and the feasibility of faster-than-light travel, among other themes, you will gain a deeper understanding of scientific principles. The practical skills and development of strong conceptual ideas in this course will serve students very well in any future science study in Year 11.

Assessment Tasks

The assessment tasks focus on a range of activities that allow students to develop strengths in conceptual modelling, laboratory skills, effective science communication and problem solving.
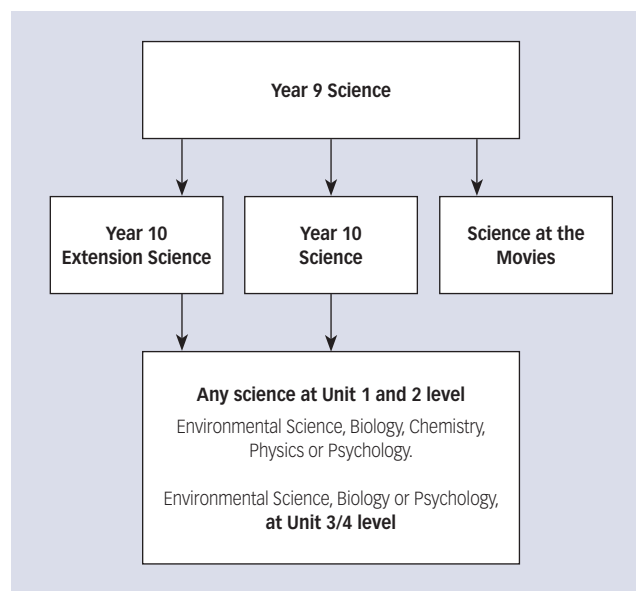
1. **Practical Work.** The development of practical skills required by science and the ability to report on the findings of this work.
2. **Communication of Science.** The production of an academic poster to communicate an aspect of interest within the course.
3. **Tests.** Student mastery of the knowledge and skills of each topic will be evaluated under test conditions.
4. **Examination.** Student mastery of the knowledge and skills of each topic will be evaluated under test conditions.

Skills

- Practical Skills
- Problem Solving
- Application of Concepts
- Communication of Ideas.

Extension Science – Year 10

This course will be offered as a full year course instead of the Science course undertaken by most students. It is suited to those students with a distinct ability and aptitude in Science and who intend to pursue Sciences within their VCE Program. The course will be based on the Science course but will offer a greater breadth and depth to extend students. The course will provide students the opportunity to extend their knowledge of, and experience in, Science to better prepare them for VCE studies in this field. Interested students can apply for this course and a selection process will take place.

The core of the course will be the same as the Science course, including the same units of study, however the pace of the units will be accelerated to allow for the extension of the material.

Assessment Tasks

In Year 10, the assessment tasks focus on a range of knowledge and skills that students are expected to develop and which reflect the style of tasks students will be required to complete in later years.

1. **Practical Work.** The development of practical skills required by science and the ability to report on the findings of this work.
2. **Assignments.** The development of the ability to carry out research into a topic using a wide range of sources which are appropriately acknowledged and to present the information gathered in a variety of formats.
3. **Class work/Homework.** A variety of small tasks completed in a limited time frame which are designed to support and demonstrate student mastery of the course outcomes.
4. **Topic Tests.** Student mastery of the knowledge and skills of each topic will be evaluated under test conditions.
5. **Semester Examination.** All work studied during the semester will be examined under formal examination conditions.

Skills

- Practical Skills
- Problem Solving
- Application of Concepts
- Communication of Ideas

Biology

Rationale

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

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture,

medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

VCE Units 1 and 2

Unit 1 – How do organisms regulate their functions?

Area of Study 1 – How do cells function?

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

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

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

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

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

Unit 2 – How does inheritance impact on diversity?

Area of Study 1 – How is inheritance explained?

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

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

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

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

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

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

In this area of study, students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Assessment

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

VCE Units 3 and 4

Unit 3 – How do cells maintain life?

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

In this area of study, students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques

can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

Area of Study 2 – How are biochemical pathways regulated?

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

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

Area of Study 1 – How do organisms respond to pathogens?

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

Area of Study 2 – How are species related over time?

In this area of study, students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required elements for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

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

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

Study Score

The study score for Biology is calculated using the student's moderated School Assessed Coursework scores and end of year Written Examination. The graded assessments contribute to the study score 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

Rationale

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

VCE Units 1 and 2

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

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

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Area of Study 1 – How do the chemical structures of materials explain their properties and reactions

In this area of study, students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

Area of Study 2 – How are materials quantified and classified?

In this area of study, students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved. Students respond to challenges such as investigating how changing formulations of organic materials affects their structure and properties: for example, by creating soap.

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

Knowledge of the structure and properties of matter has developed over time through scientific and technological research, leading to the production of a range of useful chemicals, materials and products for society. Chemists today, through sustainable practices, seek to improve the efficiency with which natural resources are used to meet human needs for chemical products and services. Chemists also learn from Aboriginal and Torres Strait Islander peoples about the ways that they sustainably modify and process raw materials using techniques developed over millennia. Sustainability requires innovation in designing and discovering new chemicals, production processes and product management systems that will provide increased yield or performance at a lower cost while meeting the goals of protecting and enhancing human health and the environment.

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

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit, students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Area of Study 1 – How do chemicals interact with water?

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

Area of Study 2 – How are chemicals measured and analysed?

In this area of study, students focus on the analysis and quantification of

chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

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

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

Assessment

For each outcome, at least one task selected from:

- A report of a laboratory or fieldwork activity, including the generation of primary data
- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- Critique of an experimental design, chemical process or apparatus
- Analysis and evaluation of generated primary and/or collated secondary data
- A media analysis/response
- Problem-solving involving chemical concepts, skills and/or issues
- A report of an application of chemical concepts to a real-life context
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles sustainable development and/or the transition to a circular economy)
- A scientific poster
- A response to a question involving the production or use of a selected material, including reference to sustainability
- A report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

VCE Units 3 and 4

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

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis of organic compounds is undertaken in this unit.

Area of Study

1. What are the current and future options for supplying energy?
2. How can the rate and yield of chemical reactions be optimised?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Outcomes

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

- Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
- Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.
- Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

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

In Unit 4, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Area of Study

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?

Outcomes

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

- Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
- Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork and simulations. A minimum of 30 hours of class time will be devoted to student practical activities and investigations across Units 3 and 4.

Study Score

The study score for Chemistry is calculated using the student's moderated School Assessed Coursework scores and end of year Written Examination. The graded assessments contribute to the study score 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

Rationale

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

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

Structure of the Study

The study is made up of four units, structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline:

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

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

Unit 3 – How can biodiversity and development be sustained?

Unit 4 – How can climate change and energy impacts be managed?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

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

Areas of Study 1

- How are Earth's systems organised and connected?

Outcome 1

On completion of this unit, the student should be able to describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.

Areas of Study 2

- How do Earth's systems change over time?

Outcome 2

On completion of this unit, the student should be able to analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.

Areas of Study 3

- How do scientific investigations develop understanding of how Earth's systems support life?

Outcome 3

On completion of this unit, the student should be able to draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

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

Outcome 1

On completion of this unit, the student should be able to explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.

Outcome 2

On completion of this unit, the student should be able to compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.

Outcome 3

On completion of this unit, the student should be able to investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

Unit 3 – How can biodiversity and development be sustained?

Outcome 1

On completion of this unit, the student should be able to explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

Outcome 2

On completion of this unit, the student should be able to explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

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

Outcome 1

On completion of this unit, the student should be able to analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.

Outcome 2

On completion of this unit, the student should be able to compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.

Outcome 3

On completion of this unit, the student should be able to design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use. They should also be able to present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Study Score

The study score for Environmental Science is calculated using the student's moderated School Assessed Coursework scores and end of year Written Examination. The graded assessments contribute to the study score as follows:

- Unit 3 School Assessed Coursework – 20%
- Unit 4 School Assessed Coursework – 30%
- End of Year Written Examination (externally set and assessed) – 50%

Physics

Rationale

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

Structure of the Study

This two-year study consists of four semester units.

Units 1 and 2

Unit 1 – How is energy useful to society?

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

Area of Study

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy?

Outcomes

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

- Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

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

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

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Area of Study

1. How is motion understood?
2. Options: How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

Outcomes

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

- Investigate, analyse, mathematically model and apply force, energy and motion.
- Develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.
- Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question

Suitable tasks for assessment of Outcomes 1, 2 and 3 (Unit 1 only) may be selected from the following:

- A report of a laboratory or fieldwork activity including the generation of primary data
- Reflective annotations related to one or more practical activities from a logbook
- An analysis and evaluation of generated primary and/or collated secondary data
- A critique of an experimental design, process or apparatus
- A modelling or simulation activity
- A report of the design, building, testing and evaluation of a device
- An explanation of a selected physics device, design or innovation
- A physics-referenced response to an issue or innovation
- A report of a selected physics phenomenon
- A media analysis/response
- Problem-solving involving physics concepts and/or skills
- A report of an application of physics concepts to a real-world context
- An analysis, including calculations, of physics concepts applied to real-world contexts
- Comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- A scientific poster.

For Outcome 3 (Unit 2)

- A report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

VCE Units 3 and 4

Unit 3 – How do fields explain motion and electricity?

Students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They also explore the relationships between force, energy and mass.

Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of, and the force on, an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron.

Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore the transformer as critical to the performance of electrical distribution systems in minimising power loss

Area of Study

1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

Outcomes

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

- Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
- Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.

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

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe.

Students learn how understanding of light, matter and motion have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world.

Students explore how light, previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties and that electrons behave in a wave-like manner.

Students consider the limitations of classical mechanics as they explore Einstein's view of the Universe. They consider postulates as distinct from theories and explore ideas related to objects moving at speeds approaching the speed of light. Students use special relativity to explore length contraction and time dilation as observations are made by observers in different frames of reference, and the interrelationship between matter and energy.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken. The design, analysis and findings of the investigation are presented in a scientific poster format.

Area of Study

1. How has understanding about the physical world changed?
2. How is scientific inquiry used to investigate fields, motion or light?

Outcomes

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

- Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Practical work is a central component of learning and assessment and will include activities such as laboratory experiments, simulations and modelling. A minimum of 30 hours of class time is devoted to student practical work and investigations across Units 3 and 4.

Study Score

The study score for Physics is calculated using the student's moderated School Assessed Coursework scores and end of year Written Examination. The graded assessments contribute to the study score 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

Rationale

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

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models, and theories are considered.

Students study contemporary research, models, and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries to solve day-to-day problems and improve psychological wellbeing.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to

develop key science skills and to interrogate the links between knowledge, theory, and practice.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in psychology has changed and continues to change in response to new evidence, discoveries and thinking. They develop the capacity to critically assess the strengths and limitations of science, they develop respect for evidence-based conclusions, and they gain an awareness of the ethical and cultural contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary psychological challenges.

Structure of the Study

This two-year study consists of four semester units.

Unit 1 – How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions, and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3.

Area of Study

1. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

Outcomes

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

- Discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development.
- Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

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

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Area of Study

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

Outcomes

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

- Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour
- Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Assessment

Assessment tasks for Unit 1 and 2 are selected from the following:

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data

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

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

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

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

Area of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Outcomes

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

- Analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning.
- Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process

Unit 4 – How is mental wellbeing supported and maintained?

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

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

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

Areas of Study

1. How does sleep affect mental processes and behaviour?
2. What influences mental wellbeing?
3. How is scientific inquiry used to investigate mental processes and psychological functioning?

Outcomes

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

- Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

- Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

For each outcome across Unit 3/4, one task is selected from:

- Analysis and evaluation of at least one psychological case study, experiment, model or simulation
- Analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- Analysis and comparison of two or more contemporary media texts

Note: Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries will be assessed for Outcome 3 of Unit 4 at any time during the course.
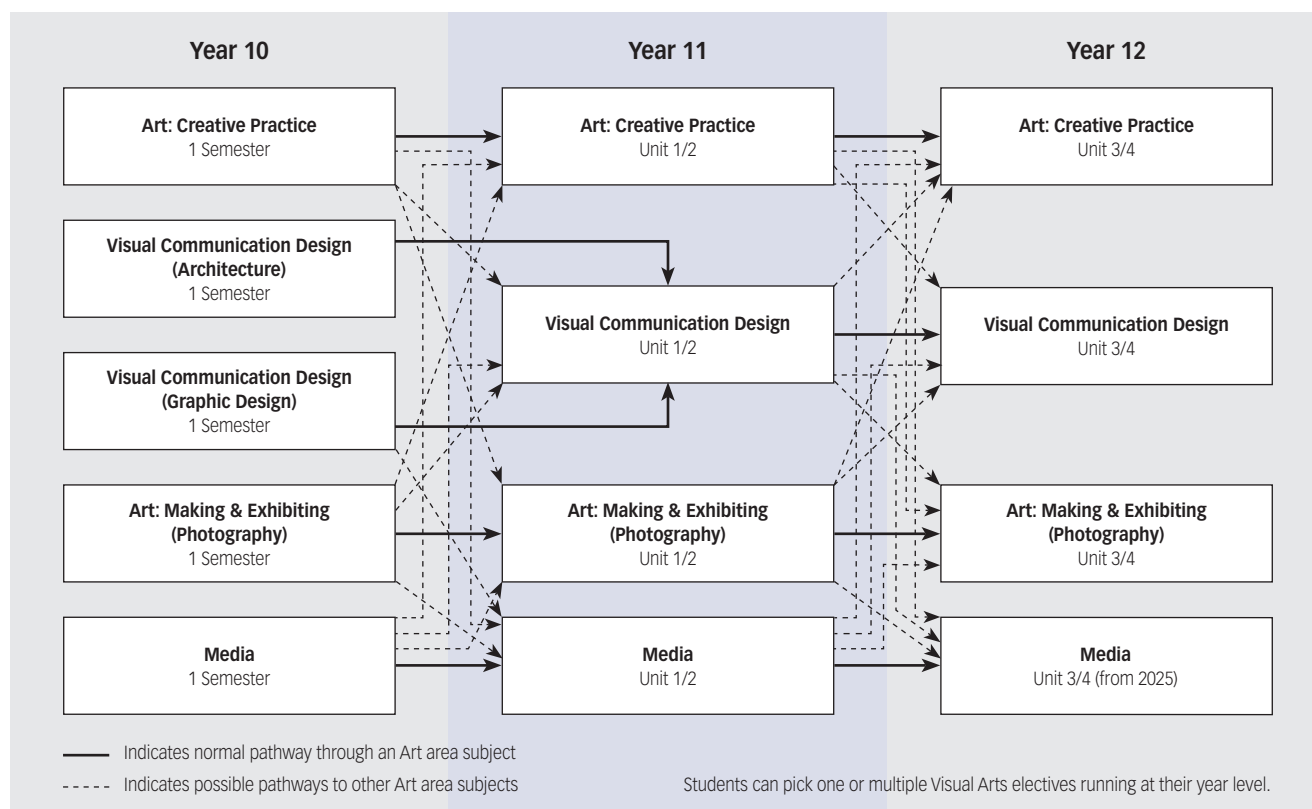
Study Score

The study score for Psychology is calculated using the student's moderated School Assessed Coursework scores and end of year Written Examination. The graded assessments contribute to the study score as follows:

- Unit 3 School Assessed Coursework – 20%
- Unit 4 School Assessed Coursework – 30%
- End of Year Written Examination (externally set and assessed) – 50%

Visual Arts

Year 10	Year 11	Year 12
Art: Creative Practice 1 Semester	**Art: Creative Practice** Unit 1/2	**Art: Creative Practice** Unit 3/4
Visual Communication Design (Architecture) 1 Semester	**Visual Communication Design** Unit 1/2	**Visual Communication Design** Unit 3/4
Visual Communication Design (Graphic Design) 1 Semester		
Art: Making & Exhibiting (Photography) 1 Semester	**Art: Making & Exhibiting (Photography)** Unit 1/2	**Art: Making & Exhibiting (Photography)** Unit 3/4
Media 1 Semester	**Media** Unit 1/2	**Media** Unit 3/4 (from 2025)

——— Indicates normal pathway through an Art area subject

- - - - Indicates possible pathways to other Art area subjects

Students can pick one or multiple Visual Arts electives running at their year level.

Art: Creative Practice

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, cultural values, beliefs and viewpoints on experiences and issues in contemporary society. Through the study of artworks and the practices of artists and their role in society, students develop their individual art practice, communicate ideas and meaning using a range of materials, techniques and processes, and develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking.

Rationale

Art: Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience. It provides a path to either continue or begin building their skills in visual literacy and creative and critical thinking, their ability to create artworks to communicate personal experiences and ideas, cultural values, beliefs and viewpoints. Students are progressively challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. They learn to pose and solve problems, work independently and collaboratively and how to create and convey meaning through art making. Art: Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Through this study, students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues.

Aims

This study enables students to:

- Understand how the practices of artists and artworks reflect the values, beliefs and traditions of their own and other cultures
- Analyse, interpret and respond to artworks and ideas, both in their own work and in the work of others, using the support of the Interpretive Lenses
- Critically evaluate ideas and issues explored by historical and contemporary artists from different cultures and societies
- Develop personal ideas and expression through Making and Responding in art practice
- Employ practical skills in art making and develop conceptual understanding to inform aesthetic awareness and art practice
- Develop creative and critical thinking skills in individual responses to artworks and art practice.

Year 10 Art

Rationale

This level would extend students at a higher skill level and a deeper understanding of art process, artistic production and awareness than previous years. It is expected that a more critical approach is shown, that there is some awareness of aesthetic considerations in making art works and that there is an ability to display cultural and historical knowledge through comparison and contrasting the characteristics of styles, themes, purpose and content in the visual arts.

Assessment

Skills

- Design
- Technical
- Research and analysis
- Presentation
- Organisation

Tasks

- Folio (collection of assigned tasks)
- Tests
- Written responses
- Examination

VCE Units 1 and 2

Unit 1 – Interpreting artworks and exploring the Creative Practice

Students use experiential learning in Making and Responding to explore ideas of personal interest to them using the Creative Practice. As the artist and/or audience, they consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of these artist's artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Areas of Study

1. Artists, artworks and audiences
2. The Creative Practice
3. Documenting and reflecting on the Creative Practice

Outcomes

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

- Discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.
- Use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.
- Document and evaluate the components of the Creative Practice used to make personal visual responses.

Assessment

Outcome 1 – Written response/s
Outcome 2 – Practical tasks
Outcome 3 – Personal responses to practical tasks

Unit 2 – Interpreting artworks and developing the Creative Practice

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

Areas of Study

1. The artist, society and culture
2. The collaborative Creative Practice
3. Documentation of collaboration using the Creative Practice

Outcomes

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

- Use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.
- Use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.
- Critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

Assessment

Outcome 1 – Written response/s
Outcome 2 – Visual responses and at least one finished artwork
Outcome 3 – Documented creative practice including collaboration

VCE Units 3 and 4

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

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

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

Areas of Study

1. Investigation and presentation
2. Personal investigation using the Creative Practice

Outcomes

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

- Develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.
- Apply and explore ideas and an area of personal interest using the Creative Practice.

Assessment

Outcome 1 – Written response/s
Outcome 2 – Practical tasks
Outcome 3 – Personal responses to practical tasks

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

Students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research, students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

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:

- Document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.
- Use the Creative Practice to resolve and present a Body of Work.
- Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

Assessment

Unit 3/4 level of achievement is determined by performance in Areas of Study and an examination. The contribution of each are as follows::

Study Score

The study score for Art: Creative Practice is calculated using the student's moderated School Assessed Coursework score, School Assessed Task scores and end of year Written Examination. The graded assessments contribute to the study score as follows:

- Unit 4 Outcome 3 School Assessed Coursework – 10%
- Unit 3 Outcomes 1 and 2; Unit 4 Outcomes 1 and 2 School Assessed Tasks – 60%
- End of Year Written Examination of SAC and SAT knowledge and skills (externally set and assessed) – 20%

Visual Communication Design

Rationale

The complex demands of 21st-century living have broadened the scope of the designer's work and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

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

Year 10 VCD Architecture

Students improve their ability to:

- Gather and analyse information for architectural purposes
- Understand architectural design
- Generate, visualise and present architectural design concepts
- Use a range of manual and digital drawing and modelmaking methods
- Apply the VCD design process

Assessment

Classwork

In Year 10, assessments consist of long-term and short-term practical and analytical design tasks that teach the following skills:

- Divergent creative design thinking
- Convergent critical and reflective design thinking
- Technical skills
- Analytic skills

Examination

- 60-70% practical design based questions
- 30-40% Analytical/ theoretical based questions

Year 10 VCD Graphic Design

Students improve their ability to:

- Gather and analyse information for communication purposes
- Generate ideas and present solutions for visual communication
- Understand the audience or purpose of visual communications
- Use a range of manual and digital drawing methods
- Apply the VCD design process

Assessment

Classwork

In Year 10, assessments consist of long-term and short-term practical and analytical design tasks that teach the following skills:

- Divergent creative design thinking
- Convergent critical and reflective design thinking
- Technical skills
- Analytic skills

Examination

- 60-70% practical design based questions
- 30-40% Analytical/ theoretical based questions

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 integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

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

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:

1. Use human-centred research methods to reframe a design problem and identify a communication need.
2. Create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
3. Develop a sustainable object, considering design's influence and factors that influence design

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.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

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

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:

1. Present an environmental design solution that draws inspiration from its context and a chosen design style.
2. Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
3. Apply the VCD design process to design an interface for a digital product, environment or service.

Assessment

1. A folio of work demonstrating the VCD Design process to present an environmental design solution

2. Presentation of an investigation of culturally appropriate design practices, and creation of personal iconography through a design exercises

3. A folio demonstrating the stages of the VCD Design process to present an interface for an interactive experience

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.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Areas of Study

1. Professional design practice
2. Design analysis
3. Design process: defining problems and developing ideas

Outcomes

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

1. Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

2. Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

3. Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Unit 4 – Delivering design solutions

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

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

Areas of Study

1. Design process: refining and resolving design concepts
2. Presenting design solutions

Outcomes

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

1. Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

2. Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

Study Score

The study score for Visual Communication Design is calculated using the student's moderated School Assessed Coursework score, School Assessed Task scores and end of year Written Examination. The graded assessments contribute to the study score as follows:

- Unit 3 Outcome 1 and 2 School Assessed Coursework – 20%
- Unit 3 Outcome 3, and Unit 4 Outcomes 1, 2 and 3 School Assessed Tasks – 50%
- End of Year Written Examination (externally set and assessed) – 30%

Art: Making and Exhibiting (Photography)

This subject introduces students to photographic methods used to make artworks and factors related to the public display of these artworks. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways photographic artworks are made, the aesthetic qualities in artworks and how they use visual language to communicate ideas.

Rationale

Learning in this subject provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the world they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and work with artists.

Aims

This study enables students to:

- Explore the characteristics and properties of photographic materials, techniques and processes
- Understand the use and application of materials in relation to the historical development of art forms, across different periods of time and cultures
- Develop an understanding of aesthetic qualities in artworks and how they are used in art making
- Learn how to work independently and collaboratively
- Develop an understanding of the sources that inform and influence art making
- Investigate the practices of artists from different periods of time and cultures, including Aboriginal and Torres Strait Islander artists, and their use of materials, techniques and processes, and how these contribute to the making of their artworks
- Understand how artists use visual language to communicate ideas and meaning in artworks
- Understand how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces and how artworks are curated and displayed for audiences
- Understand the methods used and considerations involved in the preparation, presentation and conservation of artworks.

Year 10

This course introduces and extends the skills and concepts gained during previous study. Students continue with inspiration sources, development practice and media skills. During the course, students will develop manual and electronic means of image making, explore studio mediums, studio practice and techniques. In addition, there is an expectation for students to understand professional practices and industry issues.

Assessment

Skills

- Design
- Conceptual
- Technical - digital & analog
- Research/Analysis
- Organisation
- Presentation.

Tasks

- Folio
- Workbook
- Projects
- Tests
- Examination

VCE Units 1 and 2

Unit 1 – Explore, expand and investigate

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

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

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:

1. Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

2. To make and present at least one finished artwork and document their art making in a Visual Arts journal.

3. Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Assessment

- Visual Arts journal
- Finished artworks
- Information for an exhibition

Unit 2 – Understand, develop and resolve

Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks, how artworks are displayed to audiences, and how ideas are represented to communicate meaning. They respond to a set theme and progressively develop, reflect on and record their own ideas, using materials, techniques and processes, and art elements and art principles to make finished artwork/s. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

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:

1. Select a range of artworks from an exhibition and other sources to design their own thematic exhibition

2. Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

3. Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Assessment

- Thematic Exhibition
- Experimental artworks and documentation
- Finished artworks

VCE Units 3 and 4

Unit 3 – Collect, extend and connect

Students 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 assist them in developing and extending 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:

1. Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

2. Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

3. Research and plan an exhibition of the artworks of three artists.

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 is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. They organise the presentation of their finished artworks. They also learn about the presentation, conservation and care of artworks by studying exhibitions of artists' 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:

1. Be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

2. Be able to plan and display at least one finished artwork in a specific art form, and present a critique.

3. Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

Study Score

The study score for Art: Making & Exhibiting (Photography) is calculated using the student's moderated School Assessed Coursework score, School Assessed Task score and end of year Written Examination. The graded assessments contribute to the study score as follows:

- Unit 3 Outcome 3, and Unit 4 Outcome 3 School Assessed Coursework – 10%
- Unit 3 Outcomes 1 and 2, and Unit 4 Outcomes 1 and 2 School Assessed Task – 60%
- End of Year Written Examination of SAC and SAT knowledge and skills (externally set and assessed) – 30%

Media

Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to, and influencing, society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Media supports students to develop and refine their planning and analytical skills, their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training setting;, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Year 10

In this unit, students develop an understanding of film genre, narrative and the connection between audience and filmmakers. They explore media codes and conventions and the construction of meaning in film, exploring how to communicate their understanding through modern media channels.

Students analyse how genre, narrative choices and media codes and conventions contribute to the construction of a film narrative. Through analysis of film, students will gain a deeper understanding of how they can apply this knowledge in the construction of their own film.

Students work collaboratively to develop and produce a short film applying their knowledge and understanding of genre conventions and expectations of their audience as well as a range of practical skills.

Students will demonstrate an understanding of film codes and conventions and their importance to both audiences and filmmakers through an exploration of science fiction. They will learn how to use professional editing techniques using Adobe Premiere Pro; including the use of transitions, filters, titles and credits, and effects.

Areas of Study

- Different files and file types; including compression and codecs.
- Capturing and editing sound and sound effects.
- Cinematography.
- Using professional camera equipment, including cameras, microphones, tripods, gimbals, green screen and lighting.
- Preparing for a video shoot; including writing a logline, translating a script to a storyboard and shot list and the roles within a video production team.

Assessment

- Classwork to be completed as skills are covered in the form of completed practical or pre-production design
- Video Projects (completed in teams) of students' own choosing
- Examination

Unit 1 – Media forms, representations and Australian stories

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

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

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

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

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:

1. Explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
2. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Assessment

For this unit, students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in the unit.

Unit 2 – Narrative Across Media Forms

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

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

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

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:

1. Analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
2. Apply the media production process to create, develop and construct narratives.
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment

For this unit, students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in the unit.

Unit 3 – Media narratives, contexts and pre-production

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

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

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

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

Areas of Study

1. Narratives and their contexts
2. Research, development and experimentation
3. Pre-production planning

Outcomes

- Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

- Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

- Develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience

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

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

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

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

Areas of Study

1. Media production
2. Agency and control in media

Outcomes

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

1. Produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.

2. Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media

Study Score

The study score for Media is calculated using the student's moderated School Assessed Coursework scores, School Assessed Task score and end of year Written Examination. The graded assessments contribute to the study score as follows:

- Outcome 1 School Assessed Coursework – 10%
- Unit 4 Outcome 2 School Assessed Coursework – 10%
- Unit 3 Outcome 2 and 3, and Unit 4 Outcome 1 School Assessed Task – 40%
- End of Year Written Examination (externally set and assessed) – 40%

Appendix

Lester Seward Library

With the ever-changing information and communication environment, the core goal of Lester Seward library is to work collaboratively with students and teachers to enable required school-based outcomes. To achieve this goal, the library staff work collaboratively with teachers, Learning Area Leaders and the curriculum heads. This is achieved in several ways including, supporting the implementation of Academic Integrity though class workshops and year level information sessions on the importance of Academic Integrity and how to ensure this is integrated into all inquiry-based units of work. Further the library aids students and staff in the information literacy process assisting in the location, evaluation, and use of both print and digital resources. The library is also integral in the continued promotion of reading and literacy. This approach requires library services to be distributed throughout the learning experience of the school community, enabling the school to become a continual learning entity. This is achieved by digital library resources being available both internally and externally via AccessCGS across a range of devices.

The library is situated adjacent to the Buntine Quadrangle making it central for use by the Senior School. The physical space is heavily used by senior students during and outside of class time. Students utilise the space for private study and to work collaboratively with other students and staff. Teachers also make good use of the physical library spaces with both timetabled and casual bookings available for classes. Teachers will also use the space to meet with students and other staff members. All members of the School community are members of the library and are encouraged to borrow and make use of the available resources some of which are listed below:

1. Print and non-print materials

- Fiction including print, ebooks and e-audiobooks
- Non-fiction – with a particular focus to the School curriculum and general interest
- Online databases
- Digital reference collection
- Online newspapers
- Periodicals, print and digital
- Online and digital programs

2. Equipment

- Digital cameras, still and video
- Video capture and editing facilities
- Print and digital production facilities

CAULFIELD CAMPUS

Years 7-12, Boarding from Year 9

217 Glen Eira Road

East St Kilda VIC 3183

Admissions 03 9524 6333

MALVERN CAMPUS

Early Learning to Year 6

5 Willoby Avenue

Glen Iris VIC 3146

Admissions 03 9524 6333

SHELFORD CAMPUS

Prep to Year 6

Commencing with Prep, Years 4-6 in 2027

3 Hood Crescent

Caulfield VIC 3161

Admissions 03 9524 1838

WHEELERS HILL CAMPUS

Early Learning to Year 12

74-82 Jells Road

Wheelers Hill VIC 3150

Admissions 03 8562 5222

CONNECT WITH US

cgs@caulfieldgs.vic.edu.au

CAULFIELD GRAMMAR SCHOOL

CRICOS PROVIDER NUMBER 00136F

ABN 79 004 170 772

caulfieldgs.vic.edu.au

Caulfield
grammar school

CAULFIELD   **KAKADU**   **MALVERN**   **SHELFORD**   **WHEELERS HILL**   **YARRA JUNCTION**