



**St Leonard's College**

An education for life.

# VCE Course Guide

2023



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# Foreword

**This booklet is designed to provide specific information on the studies available in the Victorian Certificate of Education program at year 11 in 2023 and year 12 in 2024.**

## Year 11 Subject Selections

Students entering Year 11 in 2023 have access to information to assist them in choosing their pathway and subjects. This includes:

- Meeting with the Head of Careers in Term 2 to review Morrisby Testing, identify subject strengths and course prerequisites.
- VCE/ IB Information night
- Booth Night

Once submitted, subject selection forms for students wishing to undertake the IB Diploma Program are reviewed by the IBDP Coordinator and the Head of Year 10. For students wishing to undertake the VCE, subject selection forms are reviewed by the VCE Coordinator and Head of Year 10. Approaches to Learning are also considered alongside academic performance and attendance record. Where concerns emerge about a student's ability to successfully complete either program, a meeting is convened and the advice from this meeting is communicated to parents in writing.

All students must commence year 12 on a five subject program. A reduction in load to four subjects is neither automatic nor guaranteed regardless of whether a Unit 3/ 4 sequence has been completed in year 11.

*\*St Leonard's College is in the process of offering a greater number of subjects to accommodate the interest of our student cohort. However, it must be remembered that these classes will only run if there is sufficient interest from students. While every effort will be made to accommodate student preference, strategic decisions will need to be made and students may need to rely on second and third preferences in some cases.*

It is important that students ensure that their choices satisfy any prerequisites for courses they may be interested in for future study.

If you have any queries please do not hesitate to contact us at the College.

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# Accounting

In 2023 Units 1 and 2 will be offered.

## Unit 1: Role of accounting in business

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

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

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

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

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to

predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

In both Units 1 and 2 students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

## Assessment

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

- A folio of exercises utilising manual methods and ICT
- Structured questions utilising manual methods and ICT
- An assignment including use of ICT
- A case study including use of ICT
- A classroom presentation, role-play or debate
- A report utilising ICT
- A feasibility investigation of a business venture including use of ICT

# Applied Computing

**Please note that Applied Computing will only run subject to viable student numbers.**

## Introduction

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

There is one Unit 1 and 2 Course

- Applied Computing
- 

There are two Unit 3 and 4 Courses

- Software Development
- Data Analytics

## Unit 1: Applied Computing

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

In Area of Study 1, students identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions.

In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans

## Unit 2: Applied Computing

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

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

### **Applied Computing: Data Analytics (Units 3 and 4)**

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

#### **Unit 3: Data Analytics including analysis and design**

In this area of study students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.

Area of Study 1: On completion of this unit the student should be able to 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.

On completion of this unit the student should be able to propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

#### **Unit 4: Data Analytics including development and evaluation and cybersecurity**

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

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3.

Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

### Software Tools

- Database software,
- Spreadsheet software
- Data visualisation software.
- Tool for planning a project.

### Assessment

School assessed coursework – 20%

School assessed task – 30%

End-of-year examination – 50%

## Applied Computing: Software Development Units 3 and 4

Students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. They focus on how the information needs of individuals and organisations are met through the creation of software solutions. Lastly the risks to software and data are considered during the software development process, as well as throughout the use of the software solution by an organisations.

### Unit 3: Programming, analysis and design

In Area of Study 1 students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use a programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage.

In Area of Study 2: students construct the framework for the development of a software solution that meets a student-identified need or opportunity. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1.

### Unit 4: Software Solutions, interactions and impact

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3 into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT In Area of Study 2).

In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

### Software Tools

- An appropriate programming language.
- Unified Modelling Language (UML) and UML tools to create use cases.
- Appropriate tool for documenting project plans

### Assessment

School assessed coursework – 20%

School assessed task – 30%

End-of-year examination – 50%

# Art – Creative Practice (Formerly Studio Art)

## Introduction

The study helps students to develop transferable 21st-century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity and innovative thinking and who understand diversity. Students are 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. Students learn visual literacy and creative and critical thinking, pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making. Students will create personal responses and meaning by applying diverse, manual and digital, materials, techniques and art processes. For the purposes of VCE Art Creative Practice, art forms can include but are not limited to painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, performance, textiles, fashion, digital artworks, interdisciplinary practices, installations and street art. 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.

## Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their



communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

## Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2 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.

## Unit 3: Investigation, ideas, artworks and the Creative Practice

In this unit 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.

## Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4 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 continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas.

<b>Unit 1</b>
<b>Area of study 1: Inquiry learning</b> <ul style="list-style-type: none"> <li>• Artist, audience, artworks • Structural lens</li> <li>• Personal lens • Context</li> </ul>
<b>Area of study 2: Experiential learning</b> <ul style="list-style-type: none"> <li>• Artist forms • Personal responses</li> <li>• The Creative Practice</li> </ul>
<b>Area of study 3: Experiential learning</b> <ul style="list-style-type: none"> <li>• Research • Evaluation • Reflection</li> </ul>
<b>Unit 2</b>
<b>Area of study 1: Inquiry learning</b> <ul style="list-style-type: none"> <li>• Artist, society, culture • Cultural lens</li> <li>• Australian artists • Contemporary and historical artworks</li> </ul>
<b>Area of study 2: Inquiry learning</b> <ul style="list-style-type: none"> <li>• The Creative Practice • Collaborative approaches</li> </ul>
<b>Area of study 3: Inquiry learning</b> <ul style="list-style-type: none"> <li>• Reflection • Evaluation • Discussion</li> </ul>
<b>Unit 3</b>
<b>Area of study 1: Project-based learning</b> <ul style="list-style-type: none"> <li>• Artist and artworks • Ideas and issues • Investigation</li> <li>• Research • Exploration • Presentation</li> </ul>
<b>Area of study 2: Project-based learning</b> <ul style="list-style-type: none"> <li>• The Creative Practice • Investigation • Exploration</li> <li>• Experimentation • Development</li> </ul>
<b>Unit 4</b>
<b>Area of study 1: Project-based learning</b> <ul style="list-style-type: none"> <li>• The Creative Practice • Documentation • Reflection</li> <li>• Evaluation • Critique</li> </ul>
<b>Area of study 2: Project-based learning</b> <ul style="list-style-type: none"> <li>• Body of work • Resolution • Refinement</li> <li>• Presentation</li> </ul>
<b>Area of study 3: Project-based learning</b> <ul style="list-style-type: none"> <li>• Artists and artworks • Interpretive lenses</li> <li>• Contexts • Discussion</li> </ul>

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

Units 3 and 4 School-assessed Task – 60%

Units 3 and 4 School-assessed Coursework – 10%

end-of-year examination – 30%

# Australian and Global Politics

**Please note that Australian and Global Politics will only run subject to viable student numbers.**

## Introduction

What caused the conflict in Syria and can it be resolved? Was the World Health Organisation successful in stopping the spread of Ebola? Could the international community have done more to stop the genocide in Sudan? How powerful is China? How does democracy work? Who will win in the Brexit debate: the Remainders or the Brexiteers?

The study of Australian and Global Politics requires a consideration of a range of important questions and also helps to develop a deep understanding of the key events and theories that continue to shape the world we live in.

In the 21st century political decisions and actions taken by individuals, organisations and governments are increasingly global in their impact. The study of Australian and Global Politics will enable students to understand and reflect on contemporary international political issues, problems and events, and the forces that shape them.

Australian and Global Politics is a dynamic and exciting subject, as students study and analyse the most recent national and global events. As a result, the case studies are likely to change from the ones mentioned here.

## Unit 1: The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and states. In Area of Study 1, students consider key concepts related to power and democracy. Students also consider how political power can be challenged and analyse the various alternatives to democracy. In Area of Study 2, students consider the role and function of political parties, interest groups and the media. Historical events and contemporary case studies will be used to provide students with a practical understanding of the main concepts in this unit. Case studies such as the rise of China and the Egyptian Revolution will be examined to illustrate the nature of power.

## Unit 2: The global citizen

This unit focuses on the contemporary international community. In Area of Study 1 students will analyse the increased interconnectedness of the world and consider the positive and negative social, economic and political consequences of globalisation. Case studies to be considered include the influence of transnational corporations, the Greek debt crisis, the interconnection of the Australian and Chinese economies, and environmental pollution. In Area of Study 2, students assess whether the international community has been successful in managing international cooperation and conflict.

The following case studies may be used to assess international cooperation and conflict: the Syrian refugee crisis, the 2014 Ebola epidemic, the 2003 genocide in Sudan, and the 2011 military intervention in Libya.

### Unit 3: Global actors

In this unit students investigate the key actors in 21st century global politics through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. In Area of Study 1, students will study the aims, role and power of the following actors: the International Monetary Fund, the International Criminal Court, the United Nations, one transnational corporation (Volkswagon), a terror organisation and Amnesty International. Students will also consider specific challenges to the power of states.

In Area of Study 2, students will explore the power of China. This exploration will include a consideration of the national interests of China and the extent to which those interests have been achieved. Students will also explore tensions in the South China Sea, the relationship between China and their regional neighbours and various internal challenges to Chinese power including separatist movements in Tibet and Xinjiang.

### Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the 21st Century. In Area of Study 1, students will analyse the law and ethical debates relating to the protection of human rights and consider how human rights are being challenged. They will also analyse the law and ethical debates relating to people movement and consider how global actors have responded to the issue. In Area of Study 2, students will analyse two contemporary global crises and evaluate the effectiveness of global actors' responses to the relevant crises. The first crisis will be the economic instability of Venezuela. The second crisis will be the ongoing scourge of terrorism.

For each case study, students will be required to consider the context and cause of each crisis and evaluate the overall effectiveness of responses to those issues.

### Assessment

#### Units 1 and 2

School-assessed coursework

#### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Biology

## Introduction

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology allows students to appreciate the interconnectedness of concepts and areas both within biology and connected to other sciences. 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.

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

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

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

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

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

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

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

### Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

### Assessment

#### Unit 1 and 2

School-assessed coursework

#### Unit 3 and 4

School assessed coursework – 50%

End-of-year examination – 50%

# Business Management

## Introduction

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

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

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

## Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing.

Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

## Unit 2: Establishing a business

This unit focuses on the establishment phase of a business' life. Establishing a business involves complying with legal requirements as well as making 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 satisfied 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 various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

### **Unit 3: Managing a business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives.

Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses, and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### **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 leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework including tests, essays and case studies

#### **Units 3 and 4**

School-assessed coursework – 50%

Final examination – 50%

# Chemistry

## Introduction

chemical processes involved in producing materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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. Students work collaboratively and independently on a range of scientific investigations involving experiments, fieldwork, case studies, modelling, simulations and literature reviews. This allows students to develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours.

## 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.

## 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 gases from 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.

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

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources 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, fuel, rechargeable and electrolytic cells are considered. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

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

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

### Assessment

#### Units 1 and 2

School-assessed coursework

#### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Chinese Language, Culture and Society

**Please note that Chinese Language, Culture and Society will only run subject to viable student numbers.**

## Introduction

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. This study 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. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

Through this study, students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

The language to be studied is Modern Standard Chinese. For the purpose of this study design, Modern Standard Chinese is taken to be Putonghua in the spoken form and simplified character text in the written form. Throughout the Chinese-speaking

communities, Modern Standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality.

The study of Chinese in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge, students will gain a greater appreciation of China, its history, traditions and peoples. They have opportunities to converse with a Chinese language assistant on a weekly basis to build their experience and confidence in spoken Chinese. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students, need to have successfully completed year 10 Chinese.

## Unit 1

Culture and society in Chinese speaking communities  
Chinese family culture, filial relationships and education

### Outcome 1: Role-play (25%)

On completion of this unit the student should be able to discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China.

**Outcome 2: Listening and speaking in Chinese (15%)**

On completion of this unit the student should be able to establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community.

**Outcome 3: Reading and writing in Chinese (10%)**

Students produce informative writing and express personal ideas in written texts in Chinese. On completion of this unit the student should be able to read and comprehend simple texts in Chinese and create a simple piece of writing in Chinese.

## Unit 2

Culture and society in Chinese speaking communities  
Chinese myths and legends Chinese art

**Outcome 1: Written report (25%)**

On completion of this unit the student should be able to research selected examples of Chinese mythology and legends, and art, and produce a written report in English.

**Outcome 2: Listening and speaking in Chinese (15%)**

On completion of this unit the student should be able to establish and maintain a basic spoken exchange in Chinese related to planning travel in China.

**Outcome 3: Reading and writing in Chinese (10%)**

On completion of this unit the student should be able to read and comprehend simple written texts in Chinese and create a simple text in Chinese about the geography of China.

## Unit 3

Chinese philosophies and aspects of culture.  
Leisure, lifestyles

**Outcome 1: Interview (25%)**

On completion of this unit the student should be able to discuss in English the significance and influence of two Chinese philosophies and Guanxi in contemporary Chinese culture.

**Outcome 2: Listening and speaking in Chinese (15%)**

On completion of this unit the student should be able to understand and use information from a spoken text related to an aspect of leisure and lifestyle in Chinese-speaking communities, and present this information in spoken Chinese.

**Outcome 3: Reading and writing in Chinese (10%)**

In this area of study students develop their ability to read short texts on features of contemporary Chinese lifestyle and cultural characteristics. They use material found in these sources to create texts in characters. Students produce a piece of writing in Chinese on this theme.

## Unit 4

Contemporary Chinese social values.  
Youth issues, world of work

**Outcome 1: Written report (25%)**

On completion of this unit the student should be able to investigate contemporary Chinese social and cultural values in English and produce a written report in English.

**Outcome 2: Listening and speaking in Chinese (15%)**

On completion of this unit the student should be able to establish and maintain a spoken exchange in Chinese about an employment-related issue experienced by young people in Chinese-speaking communities.

**Outcome 3: Reading and writing in Chinese (10%)**

On completion of this unit the student should be able to read and comprehend written texts in Chinese about the world of work in China and produce a written text in Chinese.

## Assessment

School-assessed coursework including formal tasks in listening, speaking, reading and writing.

# Chinese First Language

**Please note that Chinese First Language will only run subject to viable student numbers.**

## Introduction

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Chinese develops students' ability to understand and use the language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality.

The study of Chinese in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge, students will gain a greater appreciation of China, its history, traditions and people. They have opportunities to converse with a Chinese language assistant on a weekly basis to build their experience and confidence in spoken Chinese. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students need to have successfully completed year 10 Chinese.

## Self and others

- Personal World
- Personal views of an ideal world and views on issues Personal beliefs and ideals
- Personal priorities, student's view of an ideal world and views on an issue, persona belief/views on religion Personal views of an ideal world and views on issues Education
- Aspirations and expectations.

## Traditions and change in Chinese speaking communities

### Arts and entertainment

Chinese art, music and dance

### Lifestyles

Changing lifestyles Education

Single child Families

### Stories from the past

Family issues

Legends and ancient philosopher

### Global issues

The nature and future of work The impact of modern technology Gender equity in the world Caring for the environment

Students will read texts, participate in roleplays, debates, write essays, discuss, complete mock exams, prepare oral presentations, interviews, and watch videos to enhance their learning.

## Assessment

### Units 1 and 2

School assessed coursework including formal tasks in listening, speaking, reading and writing.

### Unit 3

**Outcome 1:** Express ideas through the production of original texts. Students will write a 500-600 character imaginative piece.

**Outcome 2:** Analyse and use information from spoken texts. A response to specific questions, or instructions, analysing and using information requested.

**Outcome 3:** Exchange information, opinions and experiences. A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

### Unit 4

**Outcome 1:** Analyse and use information from written texts. A response to specific questions, or instructions, analysing and using information requested.

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of language and culture. A 500–600 character persuasive or evaluative written response, for example, report, essay, article or review.

And

A four- to five-minute interview on an issue related to texts studied.

# Chinese Second Language Advanced

**This subject will only run subject to viable numbers.**

**A student is eligible for Chinese Second Language Advanced if: they have completed no more than seven years of education in a school where Chinese is the medium of instruction the highest level of education they have attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.**

There are three prescribed themes for study in VCE Chinese Second Language Advanced:

- The individual
- The Chinese-speaking communities
- The world around us

These themes have a number of prescribed topics and suggested subtopics. All the themes and topics are to be studied over the course of Units 1–4. The order in which the themes and topics are studied is not prescribed; teachers may choose which themes and topics are studied for each unit.

## 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 Chinese on a selected subtopic.

### Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Chinese.

### Area of Study 2 Interpretive communication

In this area of study students locate and use information from two texts in Chinese, chosen from a written, spoken or audiovisual format.

### Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English.

### Area of Study 3 Presentational communication.

Students present content related to the selected subtopic in Chinese 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

### Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

## Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed.

### Area of Study 1 Interpersonal communication

In this area of study students participate in a written exchange in Chinese. They develop skills and knowledge that enable them to read, listen to and view texts in Chinese and to develop a suitable response in Chinese.

#### Outcome 1

On completion of this unit the student should be able to respond in writing in Chinese to spoken, written or visual texts presented in Chinese

### Area of Study 2 Interpretive communication.

In this area of study students extract information from texts provided in Chinese 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 Chinese and to use information in a new context.

#### Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese.

### 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 Chinese on an aspect of the selected subtopic of interest to them.

#### Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

## 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 Chinese on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view and negotiating and persuading in culturally appropriate ways.

#### Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in Chinese to resolve a personal issue. A three- to four-minute role-play, focusing on negotiating a solution to a personal issue. It is worth 20 marks.

### 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 Chinese. Students synthesise information from written, spoken and visual texts.

### **Outcome 2**

On completion of this unit the student should be able to interpret information from texts and write responses in Chinese. Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic. It is worth 15 marks.

### **Area of Study 3 Presentational communication**

In this area of study students create an extended original piece of personal, informative or imaginative writing in Chinese 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.

### **Outcome 3**

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Chinese. An approximately 250-character personal, informative or imaginative piece of writing. It is worth 15 marks.

## **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 Chinesespeaking 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.

### **Outcome 1**

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Chinese. A three- to four-minute interview providing information and responding to questions about a cultural product or practice. It is worth 20 marks

### **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 Chinese on a selected subtopic.

### **Outcome 2**

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Chinese. An approximately 300-character written response for a specific audience and purpose, incorporating information from three or more texts. It is worth 15 marks.

### **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 Chinese, 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 Chinese-speaking communities.

### **Outcome 3**

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese. An approximately 350-character evaluative or persuasive piece of writing. It is worth 15 marks  
Total for unit 4: 50 marks.

# Drama/Theatre Studies

In 2023 VCE Unit 2 Drama and Unit 2 Theatre Studies will be offered. Unit 2 Drama and Unit 2 Theatre Studies are offered from year 10 (open to all VCE students) as an option allowing students the ability to complete units 3 and 4 in both Drama and Theatre studies alternating.

In 2023 Unit 3 and 4 theatre Studies will be offered.  
In 2024 Unit 3 and 4 Drama will be offered. These will alternate each year.

## Unit 2: Drama (semester 1)

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

## Unit 2: Modern theatre styles and conventions (will be completed in semester 2)

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. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Levels of achievement Unit 2 Procedures for the assessment of levels of achievement in Unit 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

## Assessment

School-assessed coursework

# Economics

There are no prerequisites for entry to Units 1, 2 and 3, however students who intend to undertake Units 3 and 4 are strongly encouraged to undertake Units 1 and 2.

## Unit 1: The behaviour of consumers and businesses

In this unit students explore their role in the economy, how they interact with businesses, and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts and examine basic economic models where consumers and businesses engage in mutually beneficial transactions. They investigate the motivations and consequences of both consumer and business behaviour, examine how individuals might respond to incentives, and consider how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

## Unit 2: Economic Issues and future prosperity

A core principle of economics is maximizing the welfare of society. This is done through economic

decisions that optimize the use of resources to produce goods and services to meet human needs and wants. Economic activity is therefore a key consideration in economics. Students consider how increasing levels of economics activity will lead to economic growth and investigate the importance of economic growth in terms of raising living standards. They evaluate the benefits and costs of continued economic growth and consider whether our current measures of economic prosperity are adequate in terms of their measurement of living standards.

## Unit 3: Australia's economic prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. This unit also focuses on the macro economy. Students investigate the factors that influence the level of aggregate demand and aggregate supply in the economy. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They

analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate, and evaluate the effect of trade liberalisation.

### **Unit 4: Managing the economy**

Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets. In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives, and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity.

### **Assessment**

#### **Units 1 and 2**

School-assessed course work

#### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# English/English as an Additional Language (EAL)

## Introduction

The VCE course focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures and comprise many text types, including media texts, for analysis of argument. The course is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

## Units 1 and 2

### 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 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.

### 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 through the use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

## 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 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 way. 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.

## Units 3 and 4

### 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 recognize how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

## Creating texts

In this area of study students build on the knowledge and skills developed in 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.

## 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 select an issue relevant 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.

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End of year examination – 50%

# English Language

## Introduction

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

## 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 way 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. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

## Unit 2: Language change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

### Unit 3: Language variation and social purpose

This unit is centred on language in the contemporary Australian social setting. Students consider the stylistic features of formal and informal texts, and how the different registers impact spoken and written social interactions. Students explore how texts are influenced by cultural and situational contexts, and how this is reflected in the choice of words, sentence formation and structure of texts. They examine how the field, mode, setting and relationship between participants all contribute to a person's language choices. They learn that language can be indicative of relationships, power structures and purpose, as well as the impact society and social circles can have on texts. Students continue to develop their metalanguage and understanding of the subsystems of language, and practice writing analytical and expository writing in response to a range of texts.

### Unit 4: Language variation and identity

The final unit of the course focuses on the role of language in establishing and challenging different identities. Students explore how one's sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Within Australian society, there are many national, regional and cultural variations. Students examine how Standard English is granted prestige in contemporary Australian society and how it has a role in establishing national identity.

Through a range of texts, students also analyse how non-Standard varieties of English construct user's social and cultural identities and how language overall can establish solidarity and reinforce social distance.

### Assessment

#### Units 1 and 2

- School internal assessment

#### Units 3 and 4

- 50% – School internal assessment
- 50% – External assessment

# Food Studies

## Introduction

The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced in response to society's changing social, economic and environmental needs. Technology plays an important role in food product development and the way food is produced, processed, packaged and marketed. An understanding of the links between the history of food, food processing, nutrition, health and wellbeing is a high priority in contemporary society. Food Studies challenges students to make these links and provides them with the knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods.

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Units 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequenced nature of the study and the skills required, it is advisable that students undertake Units 1 through to 4.

## Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

## Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

### Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and

habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

### Assessment

#### Units 1 and 2

School-assessed coursework including planning, production and evaluation reports for at least eight sessions, short written report, materials testing.

#### Units 3 and 4

School-assessed coursework – 60%  
End-of-year examination – 40%

# French

## Introduction

French is widely spoken throughout the world, from the province of Quebec in Canada, through North, West and Central Africa, the French Pacific Islands (such as New Caledonia and French Polynesia), the Indian Ocean (Mauritius and Reunion Islands), and of course to Europe. In Europe, French is an important language in Belgium, Luxemburg and Switzerland, as well as being the national language of France. French, along with English, is one of the two official languages of the United Nations and its agencies. French is also a key language in many international organisations such as the International Olympic Committee, Doctors Without Borders and Red Cross. France plays an important role in international affairs, is an important cultural beacon, and is referred to as one of the “motors” of European integration.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality. French students often find they can learn other romance languages, such as Italian and Spanish, more easily.

The study of French in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge students will gain a greater appreciation of France, its history, traditions and peoples. They have opportunities to converse with

a French language assistant on a weekly basis to build their experience and confidence in spoken French. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students, need to have successfully completed year 10 French.

## Unit 1: Topics of interest

Through the exploration of youth issues, family and future relationships, and education students develop a broad vocabulary and knowledge of grammar. School life and the future are examined. This enables them to share their opinions about the topics and to respond to written and spoken texts through a variety of text types such as invitations, articles, debate, dialogue, email, interview and letters. In class students take part in normal conversations and debates.

## Unit 2: Tourism, society and customs

Students examine tourism, travel, issues related to wildlife and the media. They examine and respond to texts such as advertisements, editorials, folk tales, films, and radio interviews. Students consolidate and build on grammar studied in previous units and have further opportunities to enhance their spoken French through conversations with the language assistant.

## Unit 3: Understanding the traditional way of life

Students explore issues relating to the environment

and social issues such as racism and equal opportunities. The plight of homeless people is addressed and a study is made of the beliefs, customs and traditions of the French. School life and the future are examined. Students respond to written and spoken texts through a variety of text types such as imaginative stories, reports and speeches.

## **Unit 4: Exploring the written and oral language**

Students explore and compare aspects and culture of the French speaking community by completing a detailed study of a selected topic. They will study a range of written and oral texts which will enable them to develop an in-depth understanding of the chosen topic. They continue to consolidate and further enhance their skills through written and oral responses.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework including formal tasks in listening, speaking, reading and writing.

#### **Units 3 and 4**

Comprises written pieces and responses to spoken and written texts, role plays and interviews.

School-assessed coursework – 50%

End-of-year oral examination – 12.5%

End-of-year written examination – 37.5%

# Geography

## Introduction

Geography is the study of where geographical features are located, why they are there, what makes one place different from another and how and why these differences matter. It looks at the interaction between human activities and natural processes and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

The study of geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future? Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources. Fieldwork is undertaken in Units 1, 2 and 3. Units 1, 2 and 3 have no prerequisites but students must take Unit 3 prior to Unit 4.

## Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating at least two contrasting types of hazards and responses to them. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as

drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. The role of climate change and the impact on the frequency and severity of hazard events is also considered. Students undertake fieldwork and produce a report using the structure provided.

## Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork and produce a report using the structure provided.

### **Unit 3: Changing the land**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: deforestation, and melting glaciers and ice sheets. Students investigate the distribution and causes of these two processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

### **Unit 4: Human population – trends and issues**

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# Health and Human Development

## Introduction

The study of Health and Human Development aims to enable 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.

There are no prerequisites for entry to Units 1, 2 and 3. However, students who intend to undertake Units 3 and 4 are encouraged to undertake Unit 1 and 2.

## Unit 1: Health and development of Australia's youth

This unit takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, including the complex interplay of differing influences on health and wellbeing. Students will learn and apply indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort.

## Unit 2: Individual human development and health issues

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

Students enquire into the Australian healthcare system and extend their capacity to access and analyze health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## Unit 3: Australia's health

This unit explores the dynamic and subjective nature of Australia's health and wellbeing and the benefits of optimal health on an individual and global scale. Students enquire into health being used as an individual and collective resource and research the fundamental conditions required for health improvement as listed by the World Health

Organisation (WHO). They use this knowledge as a background to analyse data in interpreting variations in the health status of Australians.

Students will also investigate the Australian healthcare system and models of health, looking at improvements in population health through social interventions and the Ottawa Charter. While the emphasis is on the Australian system, the progression and focus of public health approaches can be applied within the global context.

## Unit 4: Global health and human development

This unit focuses on global health and human development and explores the interrelationship between health, human development and sustainability. Students will investigate health status and burden of disease in different countries through data analysis, specifically exploring factors that contribute to health inequalities. They will consider health implications of increased globalization and worldwide trends relating to climate change, digital technologies, world trade and mass movement of people (migration).

They will analyse global action to improve health and human development using the United Nation's Sustainable Development Goals (SDG's) and the work of the World Health Organisation (WHO). Students will explore the role of non-government organisations

and Australia's overseas aid program and reflect on their capacity to take action.

## Assessment

### Units 1 and 2

School-assessed coursework including short tests, written reports and examinations

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# History

## Units 1 and 2

### Modern

#### Unit 1: Change and Conflict

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. They study the events, ideologies and movements of the period after World War I including the post-war peace treaties, the emergence of extremism and the causes of World War II. In addition, students investigate social life and cultural expression in the interwar period and their relation to technological, political and economic changes of the era using one country as a case study.

#### Unit 2: The changing world order

In Unit 2 students 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 20th Century and the first decade of the 21st Century. They investigate the causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. They also study the ways in which traditional ideas, values and political systems were challenged and changed by individuals and group in a range of contexts during the period 1945-2000. This may include experiences of decolonisation in the post-war world or social and political movements.

## Units 3 and 4

### Revolutions: Units 3 and 4

This subject provides the opportunity to study two revolutions, one in Unit 3 and one in Unit 4. Revolutions to be studied will be selected from the following:

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution

For each of the two revolutions studied, core questions will be investigated in depth:

#### Causes Of Revolution

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

#### Consequences Of Revolution

- What were the consequences of revolution?
- How did the new regime consolidate its power?
- What were the experiences of those who lived through the revolution?
- To what extent was society changed as a result

## Australian History: Units 3 and 4

The study of Units 3 and 4 Australian History is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society. Students construct arguments about the past using historical sources as evidence to analyse the continuities and changes in the lives of Australians.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. Furthermore, the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms, the world wars, the emergence of social movements and Aboriginal recognition and land rights have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society. Students explore the factors that have contributed to Australia becoming a successful

multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people. Two historical investigations are studied across Units 3 and 4, selected from the following:

- From custodianship to the Anthropocene (60,000 BCE – 2010)
- Creating a nation (1834-2008)
- Power and resistance (1788-1992)
- War and upheaval (1909-1992)

For each of the two investigations selected, the following key questions are investigated:

- What were the foundations of continuity and change in Australia?
- How did significant individuals and movements demand and/or resist change?
- How were Australians challenged over time by ideas and events?
- To what extent were there continuities and changes in Australian society?
- How did Australians influence and experience continuity and change?

## Assessment

### Units 1 and 2

School-assessed coursework

### Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Legal Studies

## Introduction

In contemporary Australian society there is a range of complex laws that exist to 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 society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

### This study enables students to:

- Understand and apply legal terminology, principles and concepts
- Apply legal principles to actual and/or hypothetical scenarios
- Explore solutions to legal problems, and form reasoned conclusions
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform

- Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes
- Propose and analyse reforms to the legal system to enable the principles of justice to be achieved.

## Unit 1: Guilt and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

## Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

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

In this unit students examine the methods and institutions in the 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 Victorian legal institutions and bodies available to assist with cases. Students explore matters 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. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### **Unit 4: The people and the law**

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects

the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. 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 law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

### **Assessment**

#### **Units 1 and 2**

Suitable tasks for assessment in these units include: tests, classroom presentation, structured questions and examination.

#### **Units 3 and 4**

School-assessed coursework – 50%

External end-of-year examination – 50%

# Literature

## Introduction

The study of 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 insights 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 responses.

## Units 1 and 2

### Unit 1

There are two areas of study in Unit 1:

- Reading practices  
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.

- Explorations of literary movements  
In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature as seen in literary movements or genres.

### Unit 2

There are two areas of study in Unit 2:

- 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 connectedness 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.
- 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.

## Units 3 and 4

There are two areas of study in Unit 3:

- Adaptations and transformations
- Developing interpretations

There are two areas of study in Unit 4:

- Creative response to texts
- Close analysis of texts

## Assessment

### Units 1 and 2

School-assessed coursework including reading journals, oral and written reviews, text analyses, essays and dramatic presentations.

### Units 3 and 4

School-assessed coursework – 50% End-of-year examination – 50%

# Mathematics

## Introduction

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events.

This study is designed to provide access to worthwhile and challenging mathematical learning. This study enables students to develop mathematical concepts, knowledge and skills; apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems. Students also learn to use technology effectively as a tool for working mathematically.

## Subjects offered

The following units of study are offered:

### Units 1 and 2 (year 11)

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Units 3 and 4 (year 12)

- Foundation Mathematics\*  
(may not be offered in 2023)
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

A student may count a maximum of two Unit 3 and 4 mathematics subject marks in their top four for the purpose of calculating their ATAR. A third Unit 3 and 4 mathematics subject can only be counted as their fifth or sixth subject.

## Calculators

A CAS calculator is required for all VCE Mathematics subjects (retained from year 10).

## Units 1 and 2 Subjects

### General Mathematics Units 1 and 2

This subject provides a non-calculus based course for a broad range of students. The six possible areas of study for Units 1 and 2 are algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations, and statistics.

This subject is open to all students but those coming from Year 10 Foundation Mathematics should discuss with their teacher. We recommend an A standard for a student coming from Foundation Mathematics.

### Mathematical Methods Units 1 and 2

This subject provides a course for able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are functions and graphs, algebra, calculus, and probability and statistics.

Students must have studied, and successfully completed, year 10A Mathematics, with our recommendation of having attained at least a B standard, to be able to study Mathematical Methods.

### Specialist Mathematics Units 1 and 2

This subject provides a course for very able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are algebra and structure, arithmetic and number, geometry, measurement and trigonometry, graphs of linear and non-linear relations, discrete mathematics and statistics.

Students must either have studied previously, or be concurrently studying, Mathematical Methods in order to take Specialist Mathematics at either Units 1 and 2 level or Units 3 and 4 level. We recommend that students choosing this subject have at least an A standard if coming from 10A Mathematics or were in the Year 10 Accelerated Mathematics class.

#### Assessment (all Unit 1 and 2 subjects)

School-assessed coursework

### Units 3 and 4 Subjects

#### General Mathematics Units 3 and 4

This is a non-calculus course designed to be widely accessible for a broad range of students. The content provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The areas of study consist of data analysis; recursion and financial modelling, matrices, and networks and decision mathematics.

### Assessment

School-assessed coursework – 40%

Examination 1 – 30%

Examination 2 – 30%

### Mathematical Methods Units 3 and 4

This course extends the content studied in Units 1 and 2, preparing students for background or further study in, for example, science, humanities, economics and medicine. The areas of study are functions and graphs, algebra, calculus, and probability and statistics. Students should have successfully completed Units 1 and 2 Mathematical Methods in order to undertake Units 3 and 4.

### Assessment

School-assessed coursework – 40%

Examination 1 – 20%

Examination 2 – 40%

### Specialist Mathematics Units 3 and 4

This subject extends the content studied in Units 1 and 2. The areas of study are functions and graphs, algebra, calculus, vectors, logic and mechanics, and probability and statistics. Students should have successfully completed Units 1 and 2 Specialist Mathematics in order to undertake Units 3 and 4 and be concurrently studying Units 3 and 4 Mathematical Methods.

### Foundation Mathematics Units 3 and 4\*

This new course is to provide for the continuing mathematical development of students with respect to problems encountered in practical contexts encountered in everyday life at home, in the community, at work and in study. Attention is given to the use of number, estimation and approximation, formulas, equations and graphs relevant to context, contemporary data representations, space and measurement in two and three dimensions, including design and instrumentation, and financial and consumer mathematics, including consideration of national and global contexts.

\*This subject may not be offered in 2023 given that it may not be recognised as a university prerequisite. A discussion will be required with the Head of Maths if you wish to consider this subject.

### Assessment

School-assessed coursework  
(mathematical investigations) – 60%  
Examination – 40%

### Assessment

School-assessed coursework – 40%  
Examination 1 – 20%  
Examination 2 – 40%

### Course combinations

The following table gives possible combinations of units for students who choose to continue with Mathematics at Units 3 and 4 level.

Units 1 and 2	Units 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4 and/or General Mathematics 3 and 4
General Mathematics 1 and 2 and Mathematical Methods 1 and 2	General Mathematics 3 and 4 and/or Mathematical Methods 3 and 4
Mathematical Methods 1 and 2 and Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 alone or with Specialist Mathematics 3 and 4

# Media

## Introduction

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

This study is designed to enable students to:

- Investigate and analyse their and others' experience of the media

- Examine the relationship between audiences and the media
- Understand the codes and conventions that are used to construct media narratives and products
- Develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application
- Develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms and products
- Analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged
- Develop an understanding of the relationship between the media and audiences that produce and engage with it
- Develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- Develop skills in critically understanding the significance and aesthetics of the media
- Develop and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

The study of Media comprises written responses (short answer and extended response), research and discussion. Students should have sound writing skills in order to successfully complete a range of formative and summative assessment tasks. The practical components of the course are weighted roughly half of the subject's assessment, but the theoretical

components of the course are given a greater focus in class because the concepts explored inform both theory and production assessments.

Although it is not a formal prerequisite, students attempting Units 1 and 2 are strongly advised to have undertaken Year 10 Media, whilst students wishing to study Units 3 and 4 Media should have successfully completed Units 1 and 2 Media.

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

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

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

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

### **Unit 3: Media narratives and pre-production**

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

### **Unit 4: Media production and issues in the media**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework – 20%

School-assessed task – 40%

End-of-year examination – 40%

# Music

## Units 1 and 2

VCE Music Units 1 and 2 is an opportunity for students to engage meaningfully in all aspects of music. Units 1 and 2 provides students with experiences that guide their Unit 3 and 4 'specialist' choices. It includes performance, creating music, analysis, aural and theory. Students can use one or multiple instruments, including singing as well as electronic practices. Students in Units 1 and 2 are strongly encouraged to have weekly private instrumental, vocal or composition lessons in order to fully access course content. The focal theme for Unit 1 is the Structure of Music and Unit 2 looks at Effect in Music.

## Assessment

- Unit 1 Performance and Analysis outcomes – 30%
- Unit 2 Performance and Analysis outcomes – 5%
- Unit 2 Folio – 50%
- Units 1 and 2 End-of-Unit examinations – 15%

## Music Inquiry Units 3 and 4

Music Inquiry was designed to be an accessible, generalist subject. There is no high-stakes recital assessment worth 50% of the marks at the end of the year, and there is no aural and theory on the final exam. In this subject, you'll be able to investigate some aspect of music that you're personally interested in. You'll then perform pieces, compose, arrange and analyze music relating to this interest. Music Inquiry would be ideal if music is a serious hobby for you, but you're not necessarily looking to practice for hours and hours every day.

The Major theme of Music Inquiry Unit 3 is the topic of Influence in Music. Students make connections between at least two different works from different

times and/or locations. Student also compose and perform related works. This unit models what students will do in Unit 4 as they prepare for Unit 4's culminating topic is Project, which builds directly on students' own interests. The major Unit 4 assessment is an Externally-Assessed Task including recordings with various modes of musical documentation. The written examination is short and is focused on the knowledge and skills for Outcome 3 only. This is a course really suited to the student who enjoys making music and listening with increased understanding.

## Assessment

- Unit 3 School-assessed Coursework – 30%
- Unit 4 School-assessed Coursework – 5%
- Unit 4 Externally-assessed Task – 50%
- End-of-year examination – 15%

## Music Contemporary Performance and Music Repertoire Performance Units 3 and 4

The previous (2016-2022) study Music Performance is now two distinct studies, **Unit 3 and 4 Music Contemporary Performance** and **Unit 3 and 4 Music Repertoire Performance**. These are both specialist performance courses, so there's a major recital worth 50% in Unit 4 and aural and theory on the exam. Each has a very specific focus.

**Contemporary Performance** is about finding a personal voice in music styles that are for the most part learnt informally (i.e. in collaboration, from recordings or clips) and that involve improvising. Such styles may include rock, pop, jazz, EDM, blues etc. This study has performance as its primary focus. The instrument(s) chosen by students does not have to be

a “contemporary” instrument as such (i.e. guitar). This approach could be taken by a string quartet if they so desired. Students have the opportunity to reimagine an existing work in their personal style. A student is not confined to using one instrument in this study. The opportunity is there for music of a range of cultures to be incorporated in traditional or non-traditional ways and for digital instruments to the extent that they are able to meet the criteria for performance assessment.

The opportunity for appropriate embellishment and/or improvisation is part of the study and can be one of the ways a student can begin to develop a personal voice. The performance program shouldn't be just a grab bag of pieces but something thought out with a view to demonstrating a coherent program. Currently, VCE Drama students provide a Statement of Intention and Theatre Studies students provide an Interpretation Statement to assist the assessors. Like these studies, Contemporary Performance uses a Statement of Intention which students will complete to assist assessors to place their performance in a context. Students will also be listening to a wide variety of works, responding and identifying treatment of elements, concepts, and the use of compositional devices in a range of contemporary music excerpts.

The major focus of **Repertoire Performance** is interpreting music that is notated, learning about music interpretation and developing a technique that allows you to perform styles such as baroque, classical, romantic, 20th century, musical theatre and contemporary classical. You can also perform in non-Western classical traditions. A small prescribed list will be provided for most repertoire-based instruments and

where a list is not provided there will be an application process to approve a particular work.

In this study, elements and concepts are understood through the way performers handle these aspects in relation to interpretation. Listening examples for this outcome will often come from recorded examples, but may also be explored in classes through listening to other students, repertoire and contemporary, or in live concerts.

## Assessment

- Unit 3 School-assessed Coursework – 20%
- Unit 4 School-assessed Coursework – 10%
- Unit 4 Performance examination – 50%
- End-of-year aural and written examination – 20%

## Music Composition

The other option is **Unit 3 and 4 Music Composition** which is open for students who wish to create music in traditional and/or digital formats. In Music Composition you create a folio of three pieces over the course of the year, and analyze and respond to a wide range of interesting music. This is a highly demanding study that depends on a high level of self-directed learning, but also has the most freedom in terms of the content you will be exploring.

## Assessment

- Unit 3 School-assessed Coursework – 20%
- Unit 4 School-assessed Coursework – 10%
- Unit 4 Externally-assessed Task – 50%
- End-of-year aural and written examination – 20%

# Outdoor and Environmental Studies

## Introduction

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans.

Outdoor experiences could include guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities,

marine exploration, and participation in community projects.

## Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live 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 characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor

environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

### **Unit 3: Relationships with outdoor environments**

In this unit students focus on 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. Students will consider a number of factors that influence relationships with outdoor environments and examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

### **Unit 4: Sustainable outdoor relationships**

In this unit students are encouraged to explore the sustainable use and management of outdoor environments. They will examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

### **Assessment**

#### **Units 1 to 4**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# Product Design and Technology: Textiles • Yarns • Fibres • Fabrics

In 2023 Product Design & Technology will only be offered at Unit 1 and 2 level.

## Introduction

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving in Textiles. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional Textile products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

The product design process: Stages and steps



## Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. In this unit students examine claims of sustainable practices by designers. Students then redevelop a product. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product.

## Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

## Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The Textile product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

## Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

## Assessment

### Units 1 to 4

School-assessed coursework

# Philosophy

**Please note that in 2023 only Units 3 and 4 will be offered.**

## Introduction

Philosophy, literally translated as “love of wisdom”, grapples with some of the most profound questions we can ask. What is the nature of reality? Is it possible to attain absolute certainty about anything? What is the purpose of human existence? Are “right” and “wrong” simply matters of culture? Does God exist? Exploring these questions is fascinating and intellectually challenging. Philosophy asks us to move beyond routine thinking and to interrogate our thought processes and beliefs. We learn to examine our prejudices, probe the assumptions behind what we believe, and offer justifications for our views.

Doing philosophy is not about coming up with a single “correct” answer, but rather developing the ability to think critically and creatively, analyse problems, clarify concepts, and construct reasonable, organised arguments. Most importantly, philosophy demands that we think for ourselves. It has been described as “an extreme sport for the mind”. Philosophy should help us to see the difference between clear, careful, creative thinking, and sloppy, superficial thinking. Such skills of independent, logical thinking are highly transferable. The essential thinking skills fostered by Philosophy not only assist us to be better thinkers and communicators in other disciplines and life as a whole, but also provide excellent preparation for any future career. Studying philosophy nurtures students’

curiosity, problem-solving skills, open-mindedness, persistence and intellectual confidence.

The study also focuses on philosophers and philosophical ideas at different stages in history. Students will gain an appreciation for the history of western ideas, and how the assumptions of our own contemporary culture have their roots in ancient ways of thinking. Philosophy is a challenging and stimulating subject that often confronts students with ideas they haven’t considered before.

## Unit 3: Minds, bodies and persons

Students will consider basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? and, Is there a basis for the belief that an individual remains the same person over time? The central concern of the philosophy of mind is to explain the relationship between the body and the mind. Students examine the views of those who argue that the mind is nothing more than the body, as well as those that think there is more to the human mind than just the body, and consider whether the two can exist independently of each other.

Students will go on to explore personal identity. Modern philosophers have explored the question of the continuity of the self over time. They have attempted to identify the basis on which we say that an individual is the same person at 80 as they were at eight years old. Students consider

the implications of views on personal identity for personal responsibility of past actions and personal concern for future happiness. Students consider how thought experiments can be used to explore and challenge theories of personal identity. A range of relevant thought experiments will be sourced from the set texts. Students apply their understanding of philosophical concepts and problems related to personal identity to analyses of contemporary debates such as organ transplants and cloning.

## Unit 4: The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality

central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life.

Students will be exposed to philosophical concepts, debates and perspectives on the nature of the good life through a study of philosophical texts. As they reflect on the implications of accepting the views and arguments presented by these thinkers, students will develop their own critical responses to the authors' viewpoints and arguments.

An important aspect of the study of philosophical texts is the light that they can shed on contemporary questions and debates. Thus, students will be encouraged to develop and justify responses to debates on technological development in relation to the good life. They outline arguments made in a variety of sources and critically respond to them. They explore the interplay between the changing conditions of contemporary life and our ability to live a good life.

Texts for Units 3 and 4 are prescribed annually by the VCAA and referred to in Units 3 and 4 as 'set texts'.

## Assessment

### Units 3 to 4

School-assessed coursework – 50%

End-of-year examination – 50%

# Physical Education

## Introduction

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education.

Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended and would be most advantageous to have an appreciation of human movement, anatomy and physiology.

## 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.

## Unit 2: Physical activity, sport and society

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

### **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. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### **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 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, and evaluate the chronic adaptations to training.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# Physics

## Introduction

Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small through to the very large. Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

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

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

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. 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 this unit students also select one of 18 options which enables students to pursue an area of interest through an investigation and gives them opportunities to use physics to justify a solution to a contemporary societal issue or application.

## Unit 3: How do fields explain motions and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

## **Unit 4: How can two contradictory models explain both light and matter?**

In this unit students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework – 40%

End-of-year examination – 60%

# Psychology

## Introduction

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. It applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

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

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They examine the contribution that classical and contemporary knowledge from Western and non-Western societies 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, including brain plasticity and the influence of brain damage on psychological functioning.

## 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. They explore a variety of factors that 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 also 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.

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

Students investigate functioning of the nervous system and the biological, psychological and social factors that influence learning and memory. This includes investigating how the human nervous system enables a person to interact with the world around them.

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

### **Unit 4: 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. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing as a multidimensional 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.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework – 50%

End-of-year examination – 50%

# Religion and Society

Please note that in 2023 only Units 1 and 2 will be offered.

## Introduction

The beliefs, practices, principles, and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life.

Religion and Society involves a general study of religion and its interaction with society in the past and present. Throughout history, religion and society have interacted with each other in broad ways in response to a range of important issues. Religion initiates change to society and vice versa, and the consequences of these dynamic processes are part of the scope of study.

Religion and Society enables students to understand the complex interactions over time and come to appreciate that religion can be a positive force of power, authority, and justice. However, religious institutions have not always interacted positively with society at large. This study respects and encourages an open and objective inquiry, without partiality towards any one religion. Students will explore ethical issues that will develop a deeper, balanced understanding of societies and cultures in which multiple worldviews exist.

## Unit 1: The role of religion in society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the phenomena to which the term 'religion' refers to, and acknowledge religion's contribution to the development of human society. They also focus on spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. This unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

A range of examples is studied throughout the unit, with emphasis on spiritualities from First Nations peoples in Australia, Buddhism and Christianity. The three Areas of Study include: the nature and purpose of religion, religion through the ages and religion in Australia.

## Unit 2: Religion and Ethics

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? What are the principles that guide decision-making?

Ethics is concerned with discovering the perspectives that guide practical moral judgement. Studying ethics involves identifying arguments and analysing the reasoning behind these perspectives and moral judgements.

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their relation to philosophical traditions. They explore ethical issues in societies, such as treatment of minority groups, where multiple worldviews coexist.

The three Areas of Study include: ethical decision-making and moral judgement, religion and ethics, and ethical issues in society.

### Assessment

#### Units 1 and 2

School-assessed coursework (e.g. case studies, extended responses, discussions, essay)

# Spanish

## Introduction

The study of Spanish contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Spanish develops students' ability to understand and use a language that is spoken by approximately 500 million people across four continents and which is one of the official languages of the United Nations and European Union. The Spanish language is the most widely spoken Romance language, both in terms of the number of speakers and the number of countries in which it is an official language. Pronunciation and usage of the Spanish language naturally vary across countries, these regional differences making the language richer.

As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages. The study of Spanish offers a strong literary and artistic heritage, enhanced by the range of popular cultures it represents and the colloquial expressions used by its speakers. The Spanish language has also been enriched by the influence of many other languages, including Arabic, Basque, Catalan, Greek, French, English and the Indigenous languages of the Americas.

A knowledge of Spanish can provide opportunities to further explore intercultural connections with the Spanishspeaking world and prepare students for further study and employment in areas such as interpreting and translating, the arts, architecture, tourism, community services, overseas aid, business, finance and technology. Students will have the opportunity to converse with a Spanish language assistant on a weekly basis to build their experience and confidence in spoken Spanish. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students, need to have successfully completed year 10 Spanish.

## Unit 1

**Area of Study 1:** Interpersonal communication

**Theme:** The individual

**Topic:** Personal identity and lifestyles

**Sub topic:** Daily life and free time

**Area of Study 2:** Interpretive communication

**Theme:** The individual

**Topic:** Relationships

**Sub topic:** Intergenerational relationships

**Area of Study 3:** Presentational communication

**Theme:** The world around us

**Topic:** Communication and Media

**Sub topic:** Social Media

## Unit 2

**Area of Study 1:** Interpersonal communication

**Theme:** The individual

**Topic:** Aspirations, Education and Careers

**Sub topic:** Jobs of the future, employment opportunities

**Area of Study 2:** Interpretive communication

**Theme:** The individual

**Topic:** Personal identity and lifestyles

**Sub topic:** Health and wellbeing

**Area of Study 3:** Presentational communication

**Theme:** The Spanish-speaking communities

**Topic:** Historical perspectives

**Sub topic:** Indigenous civilisations

## Unit 3

**Area of Study 1:** Interpersonal communication

**Theme:** The Spanish-speaking communities

**Topic:** Living in a Spanish-speaking community

**Sub topic:** The migrant experience

**Area of Study 2:** Interpretive communication

**Theme:** The Spanish-speaking communities

**Topic:** Historical perspectives

**Sub topic:** Historical events

**Area of Study 3:** Presentational communication

**Theme:** The world around us

**Topic:** The influence of science and technology

**Sub topic:** Impact of information technology

## Unit 4

**Area of Study 1:** Interpersonal communication

**Theme:** The Spanish-speaking communities

**Topic:** Culture heritage

**Sub topic:** Cultural identity: art, literature and film

**Area of Study 2:** Interpretive communication

**Theme:** The Spanish-speaking communities

**Topic:** Culture heritage

**Sub topic:** Customs and traditions

**Area of Study 3:** Presentational communication

**Theme:** The world around us

**Topic:** Global and contemporary society

**Sub topic:** Social justice, solidarity, equality

## Assessment

### Units 1 and 2

School-assessed coursework including formal tasks in listening, speaking, reading and writing.

### Units 3 and 4

Comprises written pieces and responses to spoken and written texts, role plays and interviews.

School-assessed coursework – 50%

End-of-year oral examination – 12.5%

End-of-year written examination – 37.5%

# Systems Engineering

**Please note that Systems Engineering will only run subject to viable student numbers.**

## Introduction

Want to create solutions to problems in order to change people's lives? VCE Systems Engineering sees students identifying and developing solutions to problems of their choice. Following on from Middle School DigiSTEM subjects, VCE Systems Engineering will see students identify and quantify a system's goals, generate possible system designs, and implement the most effective solution.

Students will use a variety of tools and processes to manufacture their planned system. Through trial and error, students will test and verify their system is well-built, and make adjustments to optimise system performance. Throughout the project, students will evaluate how well the completed system meets the intended goals, and reflect on the systems engineering process they employed.

## Unit 1: Mechanical Systems

This unit focuses on engineering concepts related to mechanical systems. 'Mechanical systems' use components and layouts that transform different types of motion.

Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define, explain, and predict the physical characteristics of these systems.

Students then develop a mechanical system that solves a problem by employing a systems engineering process. The process draws heavily upon design and innovation processes, and is iterative in nature. The focus is on a mechanical system; however, it may include some electro-technological components.

## Unit 2: Electro-technological systems

In this unit students study fundamental electro-technological engineering principles. The term 'electro-technological engineering' encompasses systems that include electronic circuitry and components.

Students study fundamental electro-technological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define, explain, and predict the electrical characteristics of circuits.

Through the application of a systems engineering process, students design, plan, create, and test electro-technological systems. These may also include mechanical components or electro-mechanical subsystems. drawing heavily upon design and innovation processes.

## Unit 3: Integrated Controlled Systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students identify a problem then

design and plan an integrated, controlled, electro-mechanical system. Throughout the School Assessed Task, students employ a systems engineering process.

This process has a strong emphasis on innovation, designing, producing, testing, and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins their systems engineering process, providing a comprehensive understanding of mechanical and electro-technological systems and how they function.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy.

## Unit 4: Systems Control

In this unit, students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. Students consider reasons for their system's development, and analyse their system's impacts on people.

Students continue producing their integrated and controlled system begun in Unit 3. They effectively

document the project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment, and components. Students test, diagnose, analyse, and refine the performance of the system to achieve optimum functionality.

## Assessment

### Units 1 and 2

School-assessed coursework

Engineering projects

Examination

### Units 3 and 4

School-assessed coursework – 20%

School-assessed task – 50%

End-of-year examination – 30%

# Theatre Studies

In 2023 Unit 3 and 4 Theatre Studies will be offered.

In 2024 Unit 3 and 4 Drama will be offered.

## 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. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

## 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. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

## Assessment

School-assessed coursework – 45%

Monologue Examination – 25%

Written Examination – 30%

# Visual Communication Design

## Introduction

Visual communicators in fields such as architecture, engineering, graphic design, multimedia, industrial design, advertising, fashion and interior design all depend on visual imagery to develop and communicate ideas and information. This subject uses type and images in imaginative and original ways, to communicate a message to an audience. This study is designed to teach an understanding of the application and function of freehand drawing, drawing conventions such as technical drawing, computer aided design and design elements and principles. Students learn how contemporary design has been influenced historically, socially and culturally.

*There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.*

*Although it is not a formal prerequisite, students attempting Units 1 and 2 are advised to have undertaken Year 10 Visual Communication Design. It is also recommended that students wishing to study Units 3 and 4 Visual Communication Design should have successfully completed Units 1 and 2 Visual Communication Design.*

## Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills

as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students produce observation and visualization drawings methods to creatively explore their own ideas and concepts and develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

## Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design.

In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

### **Unit 3: Visual communication design practices**

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process.

### **Unit 4: Visual communication design development, evaluation and presentation**

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two and three dimensional methods, media and materials. They investigate how the application of design elements and design principles create different communication messages to the target audience.

### **Assessment**

#### **Units 1 and 2**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework – 25%

School-assessed task – 40%

End-of-year examination – 35%

# VCE Vocational Education and Training (VET)

## Introduction

Completion of a VCE VET program enables students to graduate with both a VCE certificate (with an ATAR) and a nationally recognised Vocational Education and Training qualification. Scored VCE VET programs may be included in a student's primary four studies for the calculation of the ATAR score. VET in Schools courses are undertaken as a two year program.

## Advantages of a VCE VET program

- Students can complete a Vocational Education and Training qualification as they complete their VCE
- Completion of a Vocational Education and Training Certificate provides students with additional pathways including degree, diploma and certificate courses
- Both part-time and full-time employment opportunities are enhanced as students develop industry relevant skills
- State and Nationally recognised qualification.

Beyond school students may:

- Apply for a university course with an ATAR as with any other VCE program
- Proceed to a TAFE course, entering the program with credit for units of competence already completed
- Proceed directly to employment within Australia using the qualification and vocational skills acquired.

## VET assessment and contribution to the VCE Program

Students completing both years of a VET subject will receive four unit credits towards their VCE: two at

Units 1 and 2 and a Units 3 and 4 sequence.

Students undertake Scored Assessment to receive a contribution to the ATAR and to gain a Study Score.

This Study Score can contribute directly to the primary four or as a fifth or sixth subject when calculating the ATAR.

## Selection and Application Process

VET Delivered Direct to School classes are highly competitive, especially for a Wednesday afternoon and although the school will do everything in its power to have students allocated to classes this is dependent on the TAFE organisations availability.

A specific VET brochure and application form is available from the VCE office outlining the courses available at each of the main institutions.

# VET Creative and Digital Media

**Creative and Digital Media will be taught at St Leonard's College subject to viable student numbers. It is incorporated into the timetable as with other subjects in the curriculum.**

## Certificate III in Screen and Media

This qualification provides students with a broad range of knowledge and creative computing skills to pursue a career or further training in the screen and media industry in areas such as film and television production, 2D and 3D animations, 3D modelling, radio broadcasting, graphic design, digital imaging, photography, web design and web authoring.

VCE VET Creative and Digital Media gives students the opportunity to gain practical skills in multimedia/ screen and media (interactive digital media) design and development. Students learn, create, develop and broaden a range of skills and knowledge in a wide variety of digital media contexts. Students focus mainly on Adobe Master Suite CC applications, such as Photoshop, Bridge, Animate, Dreamweaver, Illustrator, After Effects, Premiere Pro, InDesign, and Auto Cad Maya.

Through this program, students will have the opportunity to gain practical skills in multimedia design and development. The students will receive hands-on experiences with hardware and software, which is currently in use by industry. There are no prerequisites for this course.

## Course structure – Units 1 and 2 (2023)

### Core

- Develop and extend critical and creative thinking
- Contribute to health and safety of self and others
- Work effectively in the creative arts industry

### Elective

- Produce and prepare photo images
- Maintain interactive content: websites
- Follow design process in animation

## Course structure – Units 3 and 4 (2023)

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

## Career opportunities

With additional training and experience potential employment opportunities can include camera/ lighting assistant, radio program maker/presenter, editing assistant, interactive media author, games designer, photographer, production assistant, web designer, web author, 2D and 3D animator or special effects producer.

The following courses are available to study through a variety of providers on Wednesday afternoons and can form part of your VCE program. St Leonard's College will contribute towards the fees for these courses up to a maximum of \$1,800 per year, however if students

choose to withdraw after the census date, parents are liable for the years fees. Students interested in enrolling in one of the following VET courses should contact the VCE Office.

The following subjects have scored assessment in year 12:

- Certificate III in Screen and Media
- Certificate III in Community Services
- Certificate III in Laboratory Skills
- Certificate III in Information, Digital Media and Technology
- Certificate III in Sport and Recreation
- Certificate II in Hospitality
- Certificate II in Engineering
- Certificate III in Allied Health Assistance

The following subjects can be used as a 5th or 6th subject:

- Certificate III in Tourism
- Certificate III in Events
- Certificate II in Electrotechnology
- Certificate III in Early Childhood Education and Care
- Certificate III in Beauty Services
- Certificate III in Building and Construction
- Certificate II in Automotive Vocational Preparation
- Certificate II in Equine Studies
- Certificate III in Music Industry
- Certificate II in Applied Fashion Design and Technology

# VCE Course Guide

## Contacts

### Commerce

George Katris, Head of Learning - Commerce

[George.Katris@stleonards.vic.edu.au](mailto:George.Katris@stleonards.vic.edu.au)

Accounting (Units 1 & 2)  
Business Management  
Economics  
Legal Studies

### Digital Technologies

Vaughan Anderson, Head of Learning - DigiSTEM

[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

Applied Computing  
Data Analytics (Units 3 & 4)  
Software Development (Units 3 & 4)  
Systems Engineering

### Drama

Adam Starr, Head of Learning - Drama

[adam.starr@stleonards.vic.edu.au](mailto:adam.starr@stleonards.vic.edu.au)

Drama (Units 1 & 2)  
Theatre Studies (Units 3 & 4)

### English

Maggie Walsh, Head of Learning - English

[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

EAL  
English  
English Language  
Literature

### Health, Sport and Exercise Sciences

Jason Kam, Head of Learning - Health, Sport and Exercise Sciences

[Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

Food Studies  
Health and Human Development  
Physical Education

### Humanities

Bianca Crawford, Head of Learning - Humanities

[bianca.crawford@stleonards.vic.edu.au](mailto:bianca.crawford@stleonards.vic.edu.au)

Australian and Global Politics (Units 1&2)  
Global Politics (Units 3 & 4)  
Geography  
Modern History (Units 1 & 2)  
History Revolutions (Units 3 & 4)  
Australian History (Units 3 & 4)  
Outdoor and Environmental Studies  
Religion & Society (Units 1 & 2)  
Philosophy (Units 3 & 4)

# VCE Course Guide

## Contacts

### Languages

Elvira Caballero, Head of Learning - Languages

[Elvira.caballero@stleonards.vic.edu.au](mailto:Elvira.caballero@stleonards.vic.edu.au)

Chinese First Language  
Chinese Second Language Advanced  
Chinese Language Culture and Society  
French  
Spanish

### Mathematics

Sara Woolley, Head of Learning - Mathematics

[Sara.Woolley@stleonards.vic.edu.au](mailto:Sara.Woolley@stleonards.vic.edu.au)

General Mathematics  
Math Methods  
Specialist Maths

### Music

Kellie Ryan, Acting Director of Music - Education

[Kellie.Ryan@stleonards.vic.edu.au](mailto:Kellie.Ryan@stleonards.vic.edu.au)

Music  
Music Inquiry (Units 3 & 4)  
Music Composition (Units 3 & 4)

### Science

Lauren Binge, Head of Learning - Science

[Lauren.Binge@stleonards.vic.edu.au](mailto:Lauren.Binge@stleonards.vic.edu.au)

Biology  
Chemistry  
Physics  
Psychology

### Visual Art

Megan Hall, Head of Learning - Visual Arts

[Megan.Hall@stleonards.vic.edu.au](mailto:Megan.Hall@stleonards.vic.edu.au)

Art Creative Practice  
Media  
Product Design and Technology:  
Textiles • Yarns • Fibres • Fabrics  
VET Creative and Digital Media  
Visual Communication Design

### VET Subjects

Please contact Eleanor Richards for information regarding VET Subjects.

[Eleanor.Richards@stleonards.vic.edu.au](mailto:Eleanor.Richards@stleonards.vic.edu.au)



**St Leonard's College**  
An education for life.