



MELBOURNE  
RUDOLF STEINER  
SCHOOL

# Melbourne Rudolf Steiner School

Awakening young people to their destiny

## Year 11 VCE Course Outlines for Subject Choice 2023

*Education can be a process of growing  
in the light of truth and the warmth of  
a community dedicated to improving  
our world.*

*Being clever is not enough in our times;  
the solid human qualities of freed will  
and healthy deep feeling must  
accompany clear thought.*

# CONTENTS

Preliminary Course Choices for Year 11, 2023	3
A Standard VCE Program	5
Choosing a Year 11 Course: General	6
Choosing a Year 11-12 Course for Admission into Tertiary Education	7
Subjects Offered and Proposed Blockings	8
Distance Education, VET Subjects and the VCE Certificate	9
<b>Individual Subject Data</b>	<b>10</b>
<b>ENGLISH</b>	<b>11</b>
UNIT 1	11
UNIT 2	11
<b>LITERATURE</b>	<b>12</b>
UNIT 1	12
UNIT 2	12
<b>ART CREATIVE PRACTICE</b>	<b>13</b>
UNIT 1	13
UNIT 2	13
<b>STUDIO ARTS - MAKING AND EXHIBITING</b>	<b>14</b>
UNIT 1	14
UNIT 2	14
<b>BIOLOGY</b>	<b>15</b>
UNIT 1	15
UNIT 2	15
<b>CHEMISTRY</b>	<b>16</b>
UNIT 1 — How can the diversity of materials be explained?	16
UNIT 2 — How do chemical reactions shape the natural world?	16
<b>PHYSICS</b>	<b>18</b>
UNIT 1 — How is energy useful to society?	18
UNIT 2 — How does physics help us to understand the world?	18
<b>MATHS</b>	<b>20</b>
CONTENT	20
VCE PATHWAYS	21
<b>GEOGRAPHY</b>	<b>22</b>

UNIT 1	22
UNIT 2	23
<b>HISTORY</b>	25
UNIT 1 — Modern History - Change and Conflict	25
UNIT 2 — Modern History -The changing world order	26
<b>DRAMA</b>	28
UNIT 1 — Introducing performance styles	28
ASSESSMENT	29
<b>LOTE (GERMAN/FRENCH)</b>	31
German	32
French	32
<b>MUSIC PERFORMANCE</b>	34
UNIT 1	35
UNIT 2	36
<b>PHYSICAL EDUCATION - UNITS 3 &amp; 4</b>	37
UNIT 3	37
UNIT 4	37
ASSESSMENT	37
<b>IMPORTANT SUBJECTS FOR TERTIARY STUDY IN VICTORIA</b>	38

## Preliminary Course Choices for Year 11, 2023.

We are all aware that there is a huge amount of pressure on students to start making choices and decisions about future pathways around this time in their school lives. In light of these issues we all need to work towards choices which:

- bring us joy
- capture our interest
- allow for the capacity of varying career possibilities into the future (far beyond the choices we currently envisage).

Along with this booklet students will be given a subject selection sheet and a prerequisite booklet for tertiary courses 2025.

### What looks different in VCE?

- a) Classes run until 4pm most days of the week.
- b) Students may not have a Main Lesson for some parts of the year, but are still expected to come to school. This is a good time to touch base with their teachers, catch up on work, work in a quiet place in the library, etc.
- c) Students often claim they can work much better at home but in our experience mostly tend to sleep in! Students are at risk of missing more than just the main lesson too i.e. "I don't have my next lesson until period 2 and lunch so I might as well just go in after lunch, ... not much point going in now so I might as well just work from home for the rest of the day!"
- d) Clear expectations of a shift towards needing to do more consistent work at home (up a significant level for most students from Year 10).
- e) Students will only see their guardians once a day instead of at either end of the day. Therefore, communication between students, parents and guardians becomes much more important.
- f) Students can leave school whenever they have finished classes for the day, but need to sign out anytime they leave before 3.15pm so we know they have left the school grounds.

### Vocabulary

**"Unit"** refers to a subject unit. Unit 1 is the first semester of Year 11; Unit 2 is the second semester. Units 3 and 4 refer to Year 12.

**"Satisfactory completion"** Do all the work requirements to a minimum standard. The students will receive an "S" (Satisfactory) or an "N" (Not satisfactory).

**"Blockings"** Blockings are groups of subjects for which a student must choose one out of each block.

**“Prerequisite subjects”** VCE Subjects nominated by tertiary courses which you must complete to be eligible for entry into a course. Some prerequisite subjects might also require a particular study score.

**“Study Scores”** Unit 3 and 4 subjects in a “scored” VCE program are marked out of 50 points per subject. These study scores are then used as the foundation of the formula to calculate the ATAR ranking.

**“Scored and unscored”** VCE subjects can be scored or unscored. Students can receive a VCE certificate (without doing exams) and their subjects will receive an S for satisfactory or an N for not satisfactory. The SAC’S and classwork for an unscored result are actually the same as for a scored student (but without the exams). A student who wishes to receive an ATAR must however do a scored version of VCE (which will include exams). More information further along.

## A Standard VCE Program

A student would normally **complete 22 units over the two years** and **must satisfactorily complete 16 to gain a VCE.**

At MRSS students choose **6 subjects each term in Year 11 and 5 subjects** each term in Year 12.

Students can only choose to do one Year 12 subject during Year 11 – P.E. is offered at our school or some students have completed a Year 12 language subject.

Every student must take Units 1, 2, 3, and 4 of English and satisfactorily complete 3 of them to pass VCE.

Every student must satisfactorily complete at least 3 sets of Unit 3 - 4 level subjects other than English.

Those students commencing their VCE in 2023 are strongly encouraged to choose subjects from both the Art/Humanities area and the Maths/Science area.

### Other VCE options.

Another option which students/families may choose is to do the VCE Certificate (as discussed above). The VCE Certificate has no exams and students don't get an ATAR. The VCE Certificate is referred to as a "Year 12 equivalent". Quite a number of courses don't require an ATAR ranking to gain entry. This option has to be fully investigated before choosing to take this direction in Year 12. We don't need to, or encourage, this decision to be made before Year 11, but knowing that it is an option can be useful. The VCE Certificate has become a more common decision over the last 4-5 years and has suited some students very well, but others can find it less motivating. There are also other types of programs. See more information further along.

## Choosing a Year 11 Course: General

In general, there are two major considerations:

1. Finding a good balance of subjects for you as an individual, considering your interests, your talents, and what you would like to develop in yourself. At this level, broadening rather than narrowing one's subject areas is advisable.
2. Not closing doors for yourself which you might wish to pass through later, career-wise, tertiary-course-wise, or interest-wise.

Year 11 students can change their subject selections at many different intervals throughout the next year:

- before Year 11 starts;
- in the first few weeks of term one;
- before Unit two subjects start;
- before Year 12 starts.

The only restriction is class size and how long the unit has been going for; i.e. a student cannot change subjects six weeks into a unit.

## Choosing a Year 11-12 Course for Admission into Tertiary Education

Many tertiary courses have specific prerequisites. While most of these involve Unit 3 and 4 subjects, it is wise to be aware of those that apply to courses you might be interested in. For example, a person possibly interested in health sciences would be wise to start chemistry in Year 11, for they will almost certainly need it in Year 12. The prerequisite lists prepared by the tertiary institutions for entry in 2025 will be available in the information pack given to Year 10s shortly.

Tertiary institutions use several methods for selecting students for courses. These could include one or more of the following:

- 1. Prerequisites: Usually one or two specified subjects. English is usually one of them.**
- 2. ATAR or a particular Study Score**
- 3. Folio and/or Interview**
- 4. Pre-selection Kit**

An example of requirements:

**a) SCIENCE** e.g. University of Melbourne

- Prerequisites Units 3 & 4. ATAR around 80 (variable)
- A study score of at least 25 (EAL) in English or 25 in all other English subjects and Mathematical Methods and at least 25 in
- two of Biology, Chemistry, an additional Maths or Physics.

**b) ARTS** (i.e. Humanities) e.g. University of Melbourne, Monash

Prerequisites Units 3 & 4. ENTER around 85.

A study score of at least 25 in English.

**c) ART-ORIENTED COURSES**, particularly those that require a FOLIO of your artwork as part of your application (often recommend taking both Art and Studio Arts at Year 12, which means you should take them both in Year 11 as part of your subject choices). But, if you are not going into the art field, this probably is not a good idea because your spread of subjects will not be wide enough.

When the students return their preliminary subject choice forms, we will try to pick up people who have fallen into little traps and warn them of possible difficulties, given what they can tell us of their future aspirations. However, most aspirations and plans for Unit 3 – 4 level courses are at this point rather vague, and the ultimate responsibility has to rest with the student and parents.



## Subjects Offered and Proposed Blockings

One part of the way in which blockings are determined is by input through the “Preliminary Subject Choice Sheet”. This allows us to determine subjects in blockings which have the least number of clashes for all student choices. Unfortunately, no timetable can please everybody. We hope the final blockings will provide a balanced program with a minimum of compromise, but it pays to be prepared and accept that one or two of your chosen subjects might be blocked on the timetable. Think of alternative subject choices e.g. Art Creative Practice instead of Studio Arts – Making and Exhibiting.

Over the next couple of weeks all students will:

- Be given VCE information (mostly already given during last terms careers/work experience lessons);
- Hear descriptions from subject teachers about their VCE subject;
- Have an individual interview with Damo (or other teachers) to discuss areas of interest and subject choices;
- Fill in “Preliminary Subject Choice Sheet.”

At the end of term 3 or beginning of term 4, students will then select subjects from the blockings.

## Distance Education, VET Subjects and the VCE Certificate

Distance education subjects are subjects completed by students at their own school but the work comes through an alternative school, either online or in hard copy. Generally, students are only eligible to do Distance Education if they wanted to do a subject but have a clash with another subject at the same time in the timetable - or if they want to complete a subject we don't offer (remember that we have subjects which are prerequisites for all but one or two courses throughout the tertiary system). Please keep in mind that Distance Education subjects do not suit most students and can be quite difficult even if the student is highly capable. The student must be highly motivated and have shown a capacity to work alone. There are also other aspects that determine if a student is eligible or need to be completed, for a student to be considered for a distance education subject. See Damo.

VET (Vocational, Education and Training) subjects have on occasion been an option students have chosen but there are many aspects that need to be looked at before a student will be considered. Costs of VET subjects can be very high, travel arrangements, timetables (both the other school/tafe and ours), time missed from school, disconnection from school and students, there will likely be a clash of timetable in the following year (no sport space on Wednesday in Year 12), etc, are all considerations.

VET subject costs; the course provider will charge a fee for this subject.

Course providers do not fix their fees until next year. Based on past years, an indicative range is \$1500 to \$2500. This cost must be covered by parents. The balance will be charged (or a refund made, if applicable) when the exact fee for the course is known.

### PAYMENT

An upfront payment based on the indicative cost for the relevant subject must be paid to the school prior to the end of Term 4.

For a small number of students, doing a subject outside of school can be helpful to the rest of their school studies and experience. However, all aspects should be considered deeply and in consultation with guardians, teachers and with the careers co-ordinator (Damo) before an application is made. Parents/student will send a letter of request to the secondary group, either through their guardians and/or Damo, at around the same time as subject selection occurs (end of Term3, start of Term 4).

## Individual Subject Data

This booklet contains a description of each Unit 1-2 subject offered at MRSS.  
Some technical data is summarized below.

Subject	Arts/Humanities or Maths/ Science	Must I take units 1 and 2 to take units 3 and 4?
Literature	A/H	No, but it helps
Art Creative Practice	A/H	No, but it helps greatly
Studio Art Making & Exhibiting	A/H	No
Biology	M/S	No, but it will help greatly
Chemistry	M/S	Not essential but highly recommended
Physics	M/S	Not essential but highly recommended
General Mathematics	M/S	See course description
Methods/Specialist Mathematics	M/S	See course description
Drama	A/H	Answer currently unavailable
Geography	A/H	No, but it helps
History	A/H	No, but it helps
LOTE	A/H	Yes
Music Performance	A/H	Yes
Physical Ed	A/H	Only units 3 & 4 offered

# ENGLISH

The class 11 English course works within the VCE curriculum. Within this prescribed course, the school has the freedom to shape our teaching and the students' learning to enable appropriate and enriching experiences. The 16-17 year-old at our school is ready to engage with the world in all its truth and beauty, but also its injustice and tragedy. They are also beginning to look out into the world and search for their place in it – what they may contribute and their unique destiny. Hence, we choose texts written, spoken, and filmed in our English language - both imaginative and non-fiction - that inspire and challenge our students to think carefully and deeply about the ideas and themes explored. More than one of the texts we study is Australian and tackling ideas and issues relevant to our country. The key conceptual and thinking quality that Rudolf Steiner asked his teachers to give to the class 11s was 'analysis,' using thinking to understand, leading to the developing, synthesised worldview which emerges in class 12. Along with this thinking, we continue to encourage our students to engage imaginatively with our texts, as it is through creativity that unique, original insights come forth. Of course, the study also has many practical benefits for the students' proficiency in using their own language in social contexts.

**The course has been revised for 2023 and contains the following tasks:**

## UNIT 1

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**Reading and responding to texts (part 1):** reading and viewing texts and responding in a formal analytical essay. We will be choosing a contemporary text for this first task.

**Crafting Texts:** this area of study allows students to explore the craft of different forms and genres of writing. They will create their own works and reflect on these orally and in writing.

## UNIT 2

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**Reading and responding to texts (part 2):** we will study a classic text in this area of study and again practice the art of analytical essay writing.

**Exploring argument:** the study of persuasive language and rhetoric: - students present their own point of view in writing and analyse persuasive language in current media texts.

## SEMESTER EXAMINATIONS

There is an exam at the end of both units, which gives the students experience of the demands of exams in preparation for class 12. Some of the other assessment tasks are also undertaken under conditions equivalent to class 12 requirements.

# LITERATURE

Class 11 Literature is for students who love to discuss ideas about human life and character that are explored in imaginative texts such as novels, plays, poems and films, and also in non-fiction works. We strive to appreciate that a work of fiction, non-fiction, drama or a poetical work can mirror and light up human experience to such an extent that it can help us have new insights and perspectives. However, we also practice the art of critical analysis, developing and trusting our own responses to literary works, even if these are 'against the grain'. We explore the practice of reading itself, the challenges and joys of breaking through in our understanding of texts that may sometimes demand a lot of us, whether they are classics or contemporary works. We also read for enjoyment and pleasure and sometimes turn to light and comical texts in our literary traditions. While the course centres on reading literary texts, we also practice critical writing about the literature we read and creative and imaginative writing in the style and form of the genres we study.

The course is comprised of the following tasks, two of which are new for 2023 (the texts are those we are studying this year):

## UNIT 1

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**Reading practices:** This area of study explores the experience of reading and understanding, and different expectations readers have based on genre. In previous years, Cate Kennedy's short stories and her stylistic qualities were explored, followed by the literary and journalistic elements of Chloe Hooper's *The Tall Man*.

**Exploration of Genre:** This new area will focus on the close study and appreciation of a specific genre. It is quite possible I will be choosing Shakespearian tragedy and/or comedy. Students will be able to choose a second play to analyse and present to the class.

## UNIT 2

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**Reading Nation:** In this new area of study we will read and explore Australian indigenous Literature, past and present.

**The Text in its Context:** We will read, analyse, imagine into and compose poems influenced by William Blake's 'Songs of Innocence and of Experience', and explore the influence of his poetry and ideas on contemporary society and culture.

There is an exam at the end of both units, which gives the students experience at exam responses in preparation for class 12. These exam responses emphasise the skill special to Literature, which is close passage analysis, as well as the use of Literary Criticism. Some of the other assessment tasks are also undertaken under conditions equivalent to class 12 requirements.

# ART CREATIVE PRACTICE

## UNITS 1 and 2

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Art in units one and two is an opportunity to further refine skills learnt in the high school with more depth, insight and personal references.

The ART Creative Practice subject has a practical and theoretical aspect.

This subject encourages students to develop personal ideas and a creative visual language through exploration and experimentation in art making.

In Year 11 a range of art mediums are explored to give a strong skill basis, experience of design development and an introduction to themes and ideas. These skills, language used and overall content provide a basis for Units 3 and 4. Students spend significant time with each medium to familiarise and ascertain what they can explore in more depth in the Year 12 folio.

Folio work includes:

**drawing**

**painting**

**printmaking**

**analogue photography ('darkroom photography')**

**mixed media**

**sculpture/ceramics and installation**

In theory we consider the main developments in both modern and traditional art, looking at work from varied points of view. We consider all the varied movements and strands of thinking in visual art since the 18<sup>th</sup> century to now.

How do artists develop designs, ideas and processes? How do their personal feelings, thinking, cultural and life circumstances inform their work? How can they inform ours?

What are the different ways art has been made in historical and contemporary times, and in different places?

Students will develop some research and referencing skills.

They will develop a wide range of skills as a basis to their year 12 folio.

## STUDIO ARTS – Art making and Exhibiting

The creative and practical foundation of the course and its emphasis on folio based artistic development will remain largely the same, while some adjustments will be made to the way the historical and art theory component is explored.

The creative nature of Art Making and Exhibiting provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The study of studio arts offers an insight into the diversity of the visual and inner worlds of artists. Art Making and Exhibiting encourages students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art-making.

The course includes both Practical and Theoretical studies.

The course is divided into four units. Unit one and two are taken in year eleven.

### UNIT 1 - Folio prac Work: Outcome 1 and 2

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Students will explore a range of media and different subject matter. Selected Mediums will include: Painting with oil, gouache and acrylic paints, Drawing with charcoal pencil and pen and ink, Printmaking and Digital Photography. Students will also make one or more final artworks while exploring an artistic theme.

#### Theory: Outcome 3

In the theory component of Unit 1 students will study Australian artists including the art of Aboriginal and Torres Strait Islander artists. Students will be asked to consider questions such as: What subjects have inspired artists in the past and today? How have they approached these subjects? What materials and techniques did they use? What broad cultural and historical influences can be seen in the artmaking of different artists?

### UNIT 2 - Theory: Outcome 1

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Students will study a selection of artists both in class and through an excursion to an exhibition. They will consider the different approaches utilised by galleries to bring out the themes, narratives and ideas inherent in the works being exhibited. They will do research on a selection of artists and work imaginatively to step into the role of a curator and create their own exhibition design, showcasing the work they have studied.

#### Folio Prac Work: Outcomes 2 and 3

Students will continue to work on developing techniques in a range of mediums. Stop-motion and drawn animation will be studied in a Main Lesson and students will be given the freedom to explore their favourite mediums more thoroughly in a folio on a theme of their choice. They will learn about the fundamental building blocks of art, the art elements and principles, and how these can be used to refine aesthetic qualities and express personal experience visually through their work. This folio will culminate in the production of one or more final artworks that draw upon the exploration and experimentation they have done in their folios. The students will display these works at the school Open Day.

# BIOLOGY

Biology: the science of life and Nature

## Rationale

Biology is a science.

It helps us to understand the reality of life.

We use it to really feel part of the natural world.

We also use it to change the natural world, and our state of health.

The more we know, the better will be the changes.

So...study biology.

## UNIT 1

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How does life work; what is it? We seek the answer e.g. in using microscopes to observe cells of many types. We start to understand the inner workings of these cells. They are analogous to our bodies. They move...even plant cells do; they nourish themselves, they communicate endlessly with one another, reproduce and grow, and behave with intelligence. We do lots of field work e.g. watching water birds, examining fish, eels, and microscopic organisms. Entire ecosystems are studied and compared.

## UNIT 2

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Reproduction is the secret of life continuing upon Earth. We study cellular reproduction, sexual reproduction, stem cells and development and healing. We consider genetics, DNA structure and function, Mendelian genetics and epigenetics. This all requires consideration of ethical issues for society. Cloning tissues or organisms, genetically modifying organisms and the effects of such upon the Natural World are an important part of this study.



# CHEMISTRY

Chemistry underpins the generation of energy for use in homes and industry, the production of medicines and new materials, and the maintenance of clean air and water. The study of VCE Chemistry involves investigating the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry is applied in many fields of human endeavour including agriculture, engineering, environmental science, forensic science, forestry, medicine, metallurgy, meteorology, pharmacy, sports science and veterinary science.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

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

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In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

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

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In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

A student-adapted or student-designed scientific investigation is undertaken. The investigation involves the generation of primary data and is related to the analysis of substances in water.

# PHYSICS

Physics is a science which contributes greatly to our understanding of the physical universe, from the smallest imaginable particles to the broadest expanses of outer space. 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.

This study would be of interest to students with a wide range of expectations, from those who are interested in our wonderful 'physical' world to those who are aiming for medical, engineering, trade, technology-based and science-based careers. Unit 1 is studied in the first half of the school year and unit 2 is studied in the second half of the year.

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

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

### Area of Study 1- How are light and heat explained?

In this area of study, students study light using the wave model and thermal energy using a particle model. In so doing they form an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

### Area of Study 2-How is energy from the nucleus utilised?

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

### Area of Study 3 -How can electricity be used to transfer energy?

Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

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

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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.

### Area of Study 1 -How is motion understood?

In this area of study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.

### Area of Study 2 -Options: How does physics inform contemporary issues and applications in society?

In this area of study, students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.

### Area of Study 3 -How do physicists investigate questions?

Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

# MATHEMATICS

Mathematics is a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. It is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events.

There are three mathematics subjects to choose between in Year 11: General Mathematics, Mathematical Methods and Specialist Mathematics. Specialist Mathematics assumes familiarity with topics in Mathematical Methods and is (strongly advised to be) taken in conjunction with Mathematical Methods.

## General Mathematics

Topics are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, financial modelling, networks and matrices are important.

## Mathematical Methods

Topics provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), economics and medicine.

## Specialist Mathematics

Topics provide for the study of various mathematical structures, reasoning and proof. Mathematical Methods topics are extended to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields.

**A word of warning:** In Year 10 some talented students are still able to coast along, doing well just on natural ability and a minimum of work. In Year 11 natural ability is not enough. Expect to do several hours of homework each week, even if you are naturally talented. You must be prepared to do this right from the start of the year, and you must be prepared to commit essential formulae and techniques to memory. This requires consistent hard work. The student of average ability who works with real commitment will do much better than the talented student who thinks it is possible to get by on intelligence alone. Students at this level need to accept that understanding often comes after repeated practice and effort rather than before.

## VCE Mathematics Pathways

<b>Year 11</b>	<b>Year 12</b>
<b>General Mathematics</b>	General Mathematics
<b>Mathematical Methods</b>	Mathematical Methods or General Mathematics
<b>Mathematical Methods</b>	Mathematical Methods and Specialist Mathematics*
<b>Mathematical Methods and Specialist Mathematics</b>	General Mathematics, Mathematical Methods and Specialist Mathematics

\*For this combination of units, students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4.

# GEOGRAPHY

The key focus of the Geography curriculum is the Earth's surface, the realm of life, the home of humanity. It is a spatial methodology arising out of the 'spirit of place' enabling the 'spirit of place' to be communicated. Geography is considered to be both a humanity and a science. In many ways it humanises science.

Geography enables students to understand the universal and varied character of the world as an entity, yet it also highlights the uniqueness, shared qualities and differences of given areas on the Earth's surface. Students explore, analyse and interpret the interrelationship and dynamic interplay of locations and natural processes, and the human activities and events that shape and determine the Earth's parts and her totality.

Students of Geography not only recognise how human activity shapes the Earth, but also develop the realisation that human beings, as part of the physical and bio-physical realms, are influenced in their human growth, development and activity by the characteristics of the region in which they live. Landscape powerfully influences a region's people, even actuates the cultural and moral nature of its inhabitants.

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the identification, collection, interpretation and analysis of data and information from relevant secondary sources.

## UNIT 1

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The inter-relationship of the natural and human world is full of challenges.

In Unit 1 students undertake an examination of hazards and disasters including their global distribution, location, scale, frequency, sequence and magnitude. Hazards cause harm to people and /or the environment. Their study therefore includes research into their role in natural systems, classification of types of hazards according to their causes, and understanding of interconnections between causes.

Case studies may include a broad 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.

Upon completion of the overview, students investigate **two contrasting types of hazards** and **the responses to them by people**. These may include:

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

Fieldwork is an important component in this unit with a comprehensive and analytical fieldwork report providing a primary source of material.

Case Studies then focus on **strategies** to address hazards and disasters.

Natural and human factors which influence the nature of **human responses** to a hazard are examined with consideration given to the scale of the hazard, the level of risk and the types of hazards. This includes an exploration of the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

The economic choices available to government organisations and communities to take action, available technological resources and the ability to plan and develop effective prevention and mitigation measures are carefully considered.

## UNIT 2

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In unit 2 students have the opportunity to understand the interconnection within and between places through a study of tourism. The movement of people on a local, regional and global scale is enabled through such a study. Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. Our region, the Asia and the Pacific, hosts 23 percent of international arrivals.

It is the interconnections of climate, landforms and culture which help determine the characteristics of a place that can prove attractive to tourists. At the same time 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.



In this unit students investigate the characteristics of tourism including the distribution of different types of tourism and tourist destinations, the factors affecting different types of tourism such as changing income and lifestyles, and tourism's growing scale which has had, and continues to have, a significant impact on local, regional and national environments, economies and cultures.

Through research and exploration into contrasting examples of tourism both within Australia and elsewhere in the world, a range of management strategies which respond to environmental, economic and socio-cultural impacts are examined and the consequences of these responses considered and evaluated. Fieldwork techniques play a significant role in such a study.

# HISTORY

## UNIT 1 — Modern History - Change and Conflict

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### 1918–1939

In Unit 1 students investigate the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929.

### Area of Study 1 — Ideology and conflict

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; the influence of ideologies and movements on the emergence of new nation states; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations. While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support.

In the wake of World War One, the USA pursued an isolationist policy and while the 'Roaring Twenties' was a decade of economic growth, the thirties saw considerable suffering as a result of the Depression. Economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

## Area of Study 2 — Social and cultural change

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in Germany under Nazi rule. The period between the wars was characterised by significant social and cultural change.

## UNIT 2 — Modern History -The changing world order

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### 1945–2000s

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 twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

## Area of Study 1 — Causes, course and consequences of the Cold War

In this area of study students focus on 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. Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945–1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race with competition also extending to sport and the arts. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the Soviet Union in 1991.

## Area of Study 2 — Challenge and change

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to the mid-2000s. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. While the Cold War dominated the second half of the twentieth century, political and social challenge and change occurred within and

between nations based on religion, nationalism, race, gender and human rights. Developments in mass communication including the internet and satellite television meant that many of the political and social movements transcended national boundaries and were exposed to a global audience. Independence movements led to the emergence of new nations. While terrorism was not a new historical phenomenon, it took on new dimensions and became increasingly globalised. Other conflicts continued in the second half of the century. These included the Arab–Israeli conflict, the struggle against Apartheid in South Africa and the American Civil Rights Movement.

# DRAMA

## UNIT 1 — Introducing performance styles

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In this unit students' study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

### Area of Study 1 — Creating a devised performance

In this area of study students use play-making techniques to devise and develop solo performances and/or ensemble performances based on a range of stimulus material relevant to their personal, cultural and/or community experiences and stories. Students explore a range of performance styles and draw on ideas as they respond to a given structure and stimulus material. They also focus on recording and documenting the play-making techniques used in the development of this performance work.

### Outcome 1

On completion of this unit the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Area of Study 2 — Presenting a devised performance

In this area of study students present to an audience a devised solo and/or ensemble drama works based on a range of stimulus material relevant to the student's personal, cultural and/or community experiences and stories. The performance should be based on the work devised in Outcome 1. Students use a range of performance styles to present these stories, ideas and characters to an audience. They also begin to explore and develop skills in establishing and maintaining an appropriate actor–audience relationship.

## Outcome 2

On completion of this unit the student should be able to perform devised drama works to an audience. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

### Area of Study 3 — Analysing a devised performance

In this area of study students focus on observation and analysis of their own performance work completed in Outcomes 1 and 2. They reflect upon and document work processes using appropriate drama terminology. They demonstrate development of the use of expressive skills, performance skills, stimulus material, dramatic elements, conventions, production areas, performance styles, and approaches to character and roles.

## Outcome 3

On completion of this unit the student should be able to analyse the development, and the performance to an audience, of their devised work. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

### Area of Study 4 — Analysing a professional drama performance

In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at a school may not be analysed for this outcome. Attending and analysing a performance by professional drama performers provides opportunities for students to make connections with their own work. They build their experience of how dramatic elements, conventions, performance styles, production areas, and expressive and performance skills can be manipulated to communicate meaning in performance. Students Unit 1: Introducing performance styles VCE Drama 2019–2023 15 learn about ways of establishing, sustaining and manipulating actor–audience relationships and use appropriate drama terminology to explain, analyse and evaluate the performance. Where students are not able to attend a suitable professional performance, they may attend a community performance of appropriate standard.

## Outcome 4

On completion of this unit the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 4.

## ASSESSMENT

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

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate four outcomes. As a set these outcomes encompass the areas of study in the unit.

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

### Outcome 1

Demonstrate the use of play-making techniques to devise and develop a solo and/or ensemble drama works based on stories and/or characters;

Document the use of processes to create and develop stories and characters in drama in:

- a paper-based journal;
- an e-journal;
- a journal that combines hard and soft copy components.

### Outcome 2

Perform devised solo and/or ensemble drama work that features stories and characters.

### Outcome 3

Analyse the drama work created and performed in Outcomes 1 and 2 using one of the following formats:

- an oral presentation;
- a multimedia presentation;
- responses to structured questions.

### Outcome 4

Write an analysis in response to structured questions.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

## LOTE (GERMAN/FRENCH)

In class 11, we usually work in a small group. If at all possible, the School would like to run language classes, but this will depend on numbers. The students are usually very dedicated to the subject, and so we are able to get the best out of the VCE course.

The VCE course prescribes that the learning is based on "topics", about 7 of which are selected and covered in a semester.

The topic approach is very suitable to us as it is designed for holistic learning, i.e. from the complete towards the detail and not vice versa, or worse, dealing with isolated details.

The topics chosen over the last years seemed to be suitable and appreciated by students for their content. Of course, they are also suitable to build up the desired linguistic skills. But since topics are the choice of the teacher and not prescribed by authorities (they prescribe the linguistic skills you need at the end of year), topics can change every year and can be negotiated with or adjusted to the students.

### Aims

This study enables students to:

- communicate with others in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

### Communicating and understanding languages and cultures

Communicating and understanding languages and cultures. VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.



## German

The topics may include Media, The Family (nominative and accusative cases) Music and Trends (dative cases, perfect tense, imperfect tense, the passive voice) Lifestyle and Trends (adjectival nouns, numbers, dates, times, subject and object pronouns, genitive case, conjunctions) Choosing a Profession and Unemployment (pluperfect tense, "before" and "after", reflexive verbs, subjunctive mood), Travel and the Environment (comparatives) Healthy Lifestyles (conditional sentences), Movies, Poems or Books.

## French

The study of French 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 French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. With English, French is the only language spoken on five continents.

French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire. French uses the same Roman alphabet as English, although its pronunciation of the letters differs significantly and the use of accents is of interest to learners. There are many similarities between the two grammatical systems, such as the basic subject-verb-object order, but also differences, such as in the gendering of nouns and adjectives, the marking of plural forms of nouns and adjectives, and the use of articles and capital letters. The sound system is different for English-speaking learners, including as it does some different sounds for individual letters. Some letters are silent, and the liaisons, intonation and rhythm patterns are different.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering,

medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

## Themes and topics

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with. There is no prescribed vocabulary list for VCE French. Students are expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the study design. Students are expected to recognise and use a set of grammatical items.

## Prescribed themes and topics

### **The individual**

- Personal identity and lifestyles
- Relationships
- Aspirations, education and careers

### **The French-speaking community**

- The francophone world
- Historical perspectives
- French cultural perspectives

### **The world around us**

- Global and contemporary society
- Communication and media
- Technology and science

This description is the same as the Year 12 description because it is a two year program using the same list of themes to choose from and is primarily a skills-based subject, not a content-based one.

# MUSIC

Class 11 VCE Music provides the opportunity to develop your musical interests, expand your knowledge base and gain experience as a performer. VCE Music involves developing creativity, self-expression and learning about all areas of music that inform and prepare students for music performance. Unit 1 & 2 Music is a pathway to further study in Class 12 where students can specialise, moving into different Unit 3 and 4 streams, including: Music Contemporary Performance, Music Repertoire Performance and Music Inquiry and Music Composition.

**Units 1 and 2 Music provide the foundation for this further study and addresses the following areas of musical study:**

Creating  
Analysing  
Responding  
Styles, Contexts and Genres  
Compositional devices  
Music Elements, Concepts and Language

All students in Units 1 and 2 Music must be enrolled in instrumental music lessons. It is recommended students have studied instrumental music for a minimum of four years prior to commencing Class 11 Music. Students must be willing to learn to read music notation fluently during the course, and need a basic understanding of staff notation prior to entry. Students must be committed to regular instrumental practice and be prepared to perform in class and in recital to meet the course requirements.

## UNIT 1: Organisation of Music

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

### Area of Study 1: Performance

On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression, and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.

### Area of Study 2: Creating

On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation and reflect on the creative process.

### Area of Study 3. Analysing and Responding

On completion of this unit the student should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating, and documenting music language concepts presented in context and in isolation.

## UNIT 2: Effect in Music

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

### Area of Study 1: Performing

On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression, and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).

### Area of Study 2: Creating

On completion of this unit students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

### Area of Study 3: Analysing and Responding

On completion of this unit the student should be able to identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

### Rationale

Music is uniquely an aural art form, and its essential nature is abstract. It is a complex socio-cultural phenomenon that exists distinctively in every culture and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding, and analysing, and fosters an understanding of other times, places, cultures, and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Music learning has a significant impact on the cognitive, affective, motor, social, cultural, and personal competencies of students. It supports and encourages flexible cognitive and

behavioural skills, and creativity, which are further enhanced by the non-verbal communication methods found in musical socialisation. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. The nature of music study allows students to develop their capacity to manage their own learning, work together with others, and engage in activity that reflects the real-world practice of performers, composers, and audiences, working towards the development of a personal voice.

Unit 1 and 2 VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into Units 3 and 4 Music that include performance, inquiry and composition streams. Unit 1 and 2 VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

# PHYSICAL EDUCATION — UNITS 3 and 4

PLEASE NOTE THAT ALTHOUGH STUDIED IN YEAR 11, THIS IS A YEAR 12 SUBJECT.

As a small school we are unable to offer this subject for all 4 units, so only units 3 and 4 are offered. These units do not depend on successful completion of Units 1 and 2. Thus a year 11 student has the opportunity to enter year twelve with a real understanding of what to expect, and with one subject already completed. In most cases it would be expected that a student would still undertake five other subjects in year 12.

## UNIT 3

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Area of study 1— Biomechanics of sport and principles of skill acquisition.

This area introduces the students to biomechanical and skill acquisition principles used to analyse human movement skills, and through involvement in practical sessions and coaching, develop an understanding of how to refine movement in physical activity, sport and exercise.

Area of study 2 — Physiological requirements of physical activity.

This area examines the provision of energy for physical activity. Topics include: the conversion of food to energy, the importance of Oxygen in energy production, all three energy systems - ATP/PC, Lactic Acid and Aerobic. The causes of fatigue, and recovery strategies are also investigated.

## UNIT 4

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Area of study 1— Components of fitness and assessment of fitness.

The focus of this area is on the components of fitness and fitness assessment from a physiological perspective. Various activities will be analysed and appropriate fitness tests designed and undertaken.

Area of study 2 — improving fitness through training.

Following on from components and testing of fitness will be a study of the basic principles of training, leading to the design and implementation of a training program. Students will also examine the chronic physiological adaptations to a training program to deepen their understanding of the long-term effects of training.

## ASSESSMENT

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School assessed coursework: 50% (8 SACs, 2 per area of study)

External examination: 50%

## IMPORTANT SUBJECTS FOR TERTIARY STUDY IN VICTORIA

The list below is by no means complete but is certainly a simple, yet useful, guide to the majority of courses at all Victorian Universities, and a number of TAFE's. It is important that students seek individual guidance specific to their interests and verify subject requirements.

COURSES	PRE-REQUISITE VCE SUBJECTS FOR MANY OF THESE AREAS	INSTITUTIONS OFFERING A RANGE OF THESE COURSES/MAJORS
ARTS / PSYCHOLOGY / LAW / GLOBAL STUDIES INTERNATIONAL STUDIES / CRIMINOLOGY / MEDIA & COMMUNICATION / JOURNALISM / JUSTICE STUDIES / CYBERSECURITY / ADVERTISING	English / English Language / Literature / EAL	ACU, Box Hill Institute, CQU, DC, Deakin, Federation, Holmesglen Institute, LTC, La Trobe, MC, MP, Monash, RMIT, Swinburne, Uni Melbourne, VU
AVIATION / AVIATION TECHNOLOGY / AVIATION MANAGEMENT / CABIN CREW	English / English Language / Literature / EAL Maths, preferably Maths Methods	RMIT, Swinburne, WAI
BIOMEDICINE / BIOMEDICAL SCIENCE / APPLIED CHEMISTRY / BIOLOGICAL SCIENCES / LABORATORY MEDICINE	English / English Language / Literature / EAL Chemistry One of Biology, Physics, Maths – General, Methods, or Specialist	ACU, Deakin, Federation, Holmesglen Institute, LTC, La Trobe, Monash, RMIT, Swinburne, Uni Melbourne, VU
BIOLOGICAL SCIENCES / BIOTECHNOLOGY BIOSCIENCE / MEDICAL BIOSCIENCE / FORENSIC SCIENCE / GEOSCIENCE / BIOSECURITY	English / English Language / Literature / EAL General Maths or Maths Methods Chemistry One of Biology, Physics, Geography, Psychology, Health & Human, Information Technology, Physical Education or Specialist Maths	Box Hill Institute, Deakin, Federation, LTC, La Trobe, Monash, RMIT, Swinburne, Uni Melbourne (through another degree), VU
BUILDING & CONSTRUCTION / ARCHITECTURE INDUSTRIAL DESIGN / URBAN PLANNING / PROPERTY / SURVEYING / GEOSPATIAL SCIENCE	English / English Language / Literature / EAL General Maths or Maths Methods	Box Hill Institute, DC, Deakin, Federation, Holmesglen Institute, La Trobe, MP, Monash, RMIT, Swinburne, Uni Melbourne (through another degree), VU
BUSINESS / ACCOUNTING / FINANCE / MARKETING MANAGEMENT / HOSPITALITY MANAGEMENT / HR / PR / EVENT MANAGEMENT / LOGISTICS / PPE	English / English Language / Literature / EAL Maths (General or Maths Methods)	ACU, AMC, Box Hill Institute, CQU, CSU, DC, Deakin, Federation, Holmesglen Institute, LTC, La Trobe, MC, MP, Monash, RMIT, Swinburne, Uni Melbourne (through another degree), VU, WAI
COMMERCE / ECONOMICS / BUSINESS & DATA ANALYTICS / PROJECT MANAGEMENT / ACTUARIAL	English / English Language / Literature / EAL Maths Methods or Specialist Maths	ACU, Box Hill Institute, CSU, DC, Deakin, Federation, La Trobe, MC, Monash, RMIT, Swinburne, Uni Melbourne
DANCE / DRAMA / PERFORMING ARTS / MUSIC ANIMATION & MOTION / FILM & TELEVISION	English / English Language / Literature / EAL	ACU, Box Hill Institute, DC, Deakin, Federation, La Trobe, MP, Monash, RMIT, Swinburne, Uni Melbourne
DENTISTRY / ORAL HEALTH / MEDICINE OPTOMETRY / PHYSIOTHERAPY / PHARMACY ORTHOPTICS / PROSTHETICS / ORTHOTICS OCCUPATIONAL THERAPY / PODIATRY CHIROPRACTIC / MEDICAL IMAGING & RADIATIONS OSTEOPATHY / SPEECH PATHOLOGY	English / English Language / Literature / EAL One or two of Biology, Chemistry, Health & Human, Psychology, Physics, Physical Education, General Maths, Maths Methods or Specialist Maths	ACU, CQU, CSU, Deakin, Federation, La Trobe, Monash, RMIT, Uni Melbourne (through another degree), VU
ENGINEERING	English / English Language / Literature / EAL General Maths*, Maths Methods or Specialist Maths One or both of Physics, Chemistry	AMC, CQU, DC, Deakin, Federation, LTC, La Trobe*, MC, MP, Monash, RMIT, Swinburne, Uni Melbourne (through another degree), VU

Year 10 Subject Selection Information Guideline – use this resource as a guide only, as not every tertiary institution is listed here



## IMPORTANT SUBJECTS FOR TERTIARY STUDY IN VICTORIA

COURSES	PRE-REQUISITE VCE SUBJECTS FOR MANY OF THESE AREAS	INSTITUTIONS OFFERING A RANGE OF THESE COURSES/MAJORS
EXERCISE SCIENCE / SPORT SCIENCE / HIGH PERFORMANCE SPORT / HUMAN MOVEMENT SPORT DEVELOPMENT / SPORT MANAGEMENT	English / English Language / Literature / EAL One or two of Maths (any), Physics, Chemistry, Biology, Physical Education, Outdoor Education, Health & Human, or Psychology	ACU, Box Hill Institute, Deakin, Federation, Holmesglen Institute, La Trobe, Swinburne, VU
HEALTH SCIENCES / PUBLIC HEALTH / HEALTH INFORMATION MANAGEMENT / OCCUPATIONAL HEALTH & SAFETY / ALLIED HEALTH	English / English Language / Literature / EAL One of Biology, Chemistry, Maths (any), Physical Education, or Physics	ACU, CQU, DC, Deakin, Federation, LTC, La Trobe, Monash, RMIT, Swinburne, VU
INFORMATION TECHNOLOGY / COMPUTER SCIENCE BUSINESS INFORMATION SYSTEMS / GAMES DESIGN & PROGRAMMING / DATA SCIENCE / SOFTWARE DEVELOPMENT / ANIMATION / WEBSITE DESIGN ARTIFICIAL INTELLIGENCE	English / English Language / Literature / EAL Maths (some courses require Maths Methods specifically) One of Biology, Chemistry, Environmental Science, Geography, Physics, Psychology	Box Hill Institute, CQU, DC, Deakin, Federation, Holmesglen Institute, LTC, La Trobe, MC, MP, Monash, RMIT, Swinburne, Uni Melbourne (through another degree), VU
NURSING / MIDWIFERY / PARAMEDICINE	English / English Language / Literature / EAL Maths (some courses require Maths Methods specifically)	ACU, Box Hill Institute, CQU, CSU, Deakin, Federation, Holmesglen Institute, La Trobe, Monash, RMIT, Swinburne, VU
NUTRITION / FOOD SCIENCES / FOOD SCIENCE & TECHNOLOGY / AGRICULTURAL SCIENCES COMMERCIAL COOKERY / PATISSERIE	English / English Language / Literature / EAL Maths (some courses require Maths Methods specifically) / Chemistry	ACU, Box Hill Institute, CQU, Deakin, Federation, Holmesglen Institute, La Trobe, MP, Monash, RMIT, Uni Melbourne, VU, WAI
SCIENCE / APPLIED SCIENCE / NANOTECHNOLOGY / LABORATORY TECHNOLOGY / PSYCHOPHYSIOLOGY LABORATORY MEDICINE / SPACE SCIENCE	English / English Language / Literature / EAL Maths Methods One of Biology, Chemistry, Physics, Geography, Psychology or Specialist Maths	Box Hill Institute, CQU, DC, Deakin, Federation, La Trobe, MC, Monash, RMIT, Swinburne, Uni Melbourne, VU
EARLY CHILDHOOD EDUCATION / PRIMARY TEACHING / SECONDARY TEACHING / PHYSICAL EDUCATION / SPORT & OUTDOOR RECREATION / HEALTH & PE	English / English Language / Literature / EAL Units 1 & 2 in General Maths or Maths Methods Units 3 & 4 Maths Methods IF planning to teach Maths one day One or two of Biology, Chemistry, Physical Education, Outdoor & Environmental Studies or Health & Human Development	ACU, Box Hill Institute, CSU, Deakin, Federation, Holmesglen Institute, La Trobe, MC, MP, Monash, RMIT, Swinburne, Uni Melbourne (through another degree), VU
SOCIAL SCIENCES / SOCIAL WORK / HUMAN SERVICES / YOUTH WORK / COUNSELLING	English / English Language / Literature / EAL	ACU, CQU, Deakin, Federation, La Trobe, Monash, RMIT, Swinburne, VU
VETERINARY SCIENCE / ANIMAL & VETERINARY BIOSCIENCE / WILDLIFE & CONSERVATION ZOOLOGY / ENVIRONMENTAL SCIENCE / MARINE	English / English Language / Literature / EAL Chemistry One of Maths Methods, Physics, Biology, Geography, Psychology	Box Hill Institute, Deakin, Federation, LTC, La Trobe, MP, Monash, RMIT, Uni Melbourne (through another degree), VU
VISUAL ARTS / GRAPHIC DESIGN / ILLUSTRATION FASHION TECHNOLOGY / DESIGN / MULTIMEDIA	English / English Language / Literature / EAL One of Art, Studio Arts or Visual Communication & Design	ACU, Box Hill Institute, DC, Deakin, Federation, Holmesglen Institute, La Trobe, MC, MP, Monash, RMIT, Swinburne, Uni Melbourne, VU

**Key:** ACU (Australian Catholic University); AMC (Australian Maritime College); CQU (Central Queensland University – Melbourne Campus); CSU (Charles Sturt University); DC (Deakin College); LTC (La Trobe College); MC (Monash College); MP (Melbourne Polytechnic); VU (Victoria University); WAI (William Angliss Institute)

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/v10guide.html#item-4> and browse the [https://www.vtac.edu.au/files/pdf/publications/prerequisites\\_for\\_2025.pdf](https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf)

**Note:** Further Maths will be called General Maths from 2023



*"In the free being of the human  
The Universe is gathered up.  
Then in the free resolve of your heart  
Take your own life in hand,  
And you will find the World.  
The Spirit of the World will find itself in you."*

*~ Rudolf Steiner*