

Year 11 2026 Subject Guide



**BRIGHTON
GRAMMAR**



Year 11 2026 Subject Guide

This document details the subject options for Year 11 (2026) students. It is intended as a guide for families to help with submitting subject preferences. This guide should be used in conjunction with family discussion as well as discussions with teachers and other students as appropriate.

This guide includes several sections:

- Overview of Subject Offerings
- Subject Preferences Submission Process
- VCE Overview
- Units 1 & 2 VCE Subjects
- Accelerated Subjects: Criteria
- Subject Descriptions

Overview of Subject Offerings

In Year 11, students have more choice with regards to the subjects they study, as their entire program becomes the Victorian Certificate of Education, governed by the Victorian Curriculum and Assessment Authority, as outlined on the following page. Students at Brighton Grammar School are required to complete two compulsory categories of subjects. Students must enrol in:

- English or English as an Additional Language (EAL)
- At least one Mathematics subject

If a student applies and is successful in their application to complete a Units 3 and 4 subject (through meeting the criteria and completing an application form) then this will count as one of their subjects. Details of this are outlined in the VCE overview section.

Subject Preferences Submission Process

A link and instructions will be sent through email to parents with information on the submission process. Submission is completed online. Students are asked to nominate reserve subjects and these should be considered carefully as occasionally these are allocated dependent on timetable requirements.

Students will have completed Morrisby Testing in Year 10 and had a follow up conversation with a Careers Counsellor to help guide their preferences. Additionally, these students will have an opportunity to meet with their Head of House to discuss their subject preferences.

When submitting subject preferences, an understanding of possible courses and careers is important. Career and course advice is available from the Careers Centre in Student Services. Students should check prerequisites for courses by visiting <http://www.vtac.edu.au/who/meeting-prerequisites.html> or making an appointment with the BGS Careers Counsellor.



Year 11 2026 Subject Guide

VCE Overview

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Students at Brighton Grammar School complete their VCE studies primarily over their last two years of secondary schooling. VCE studies are broken into units which are completed over one semester each. For example, English Units 1 and 2 are completed in Year 11 and English Units 3 and 4 are completed in Year 12. Students typically complete:

- Year 11: Six Units 1 and 2 subjects
- Year 12: Five Units 3 and 4 subjects (undertaken as a sequence together)

Students are permitted to apply to complete one accelerated subject (e.g., completing a Unit 3 and 4 subject in Year 11) but must meet criteria as outlined in the accelerated subjects section on page 5 of this guide.

A student who is a native or background speaker of a language other than English may complete an accelerated subject in this language in addition to one other accelerated subject if their application is successful. Successful application to complete a Units 1 and 2 VCE subject in Year 10 does not guarantee a student will proceed to Units 3 and 4 in Year 11. Students must maintain a high standard in line with the original criteria for application which is evaluated through a similar application process.

The application process for acceleration is separate to the on-line preference system. Students should complete their on-line preferences and the separate application for acceleration without making any assumptions about the success of acceleration.

Details of the requirements for acceleration are outlined on the later pages. Any student wishing to complete a VCE subject outside of BGS must seek approval from the Director of Teaching and Learning (Mr Humberstone). This includes students wishing to study a language not offered at Brighton Grammar School.

Students wishing to apply for exemption from the typical VCE structure delivered at BGS should first discuss this with their Head of House.

For more detail about the structure and procedures involved with the VCE, see the VCE Handbook. It is possible to take a Vocational Education and Training (VET) program as part of the VCE. More information about VET subjects can be found here:

<https://studentcareers.brightongrammar.vic.edu.au/?page=vocational-education-and-training>



Year 11 2026 Subject Guide

Units 1 & 2 VCE Subjects

Faculty	Subject	Requirements
English	English	Select at least one
	English as an Additional Language	
	Literature	
Mathematics	General Mathematics	Select one
	Mathematical Methods	
	Specialist Mathematics	
Creative and Performing Arts	Creative Practice (Art)	
	Drama	
	Media	
	Music Performance	
	Product Design and Technology	
	Visual Communication and Design	
Health, Wellbeing and Physical Education	Health and Human Development	
	Physical Education	
Humanities	Accounting	
	Business Management	
	Classical Studies	
	Economics	
	Geography	
	Legal Studies	
	Modern History	
	Politics	
Languages	Chinese First Language	
	Chinese Second Language	
	Chinese Second Language Advanced	
	French	
	Japanese	
	Latin	
Science	Biology	
	Chemistry	
	Physics	
	Psychology	



Year 11 2026 Subject Guide

Accelerated Subjects: Criteria

To apply for acceleration (into a VCE Units 3 & 4 subject) students need to apply through an online form. The below criteria must be met for a student to apply for acceleration:

- 75% average grade (over a Year 10 semester), satisfactory learning behaviours and attendance
- Subject specific criteria (see table below)

Approval of applications are **provisional** and dependent on continuing to meet the criteria.

Faculty	Head of Faculty	Units 3 & 4 Subject	Subject Specific Criteria
Science	Ms Bjarnelind	Biology	80% in Year 10 Science
		Psychology	
		Physics	Requirements below*
Mathematics	Mr Dann	General Mathematics	Requirements below†
		Mathematical Methods	85% in Unit 1/2 Mathematical Methods
		Algorithmics (HESS)	Requirements below‡
Humanities	Ms Dwyer	Accounting	No additional criteria
		Business Management	
		Classical Studies	
		Geography	
		History Revolutions	80% in Year 10 English
		Politics	
		Economics	
		Legal Studies	
Creative and Performing Arts	Mr Watson	Music Performance	Musical performance test with the Music department
		Visual Communication and Design	80% in Year 9 or Year 10 VCD
Languages	Ms Faulkner	Chinese (First Language and Second Language Advanced)	Interview with Head of Chinese
HWPE	Mr Whitehead	Health and Human Development	No additional criteria
		Physical Education	

* Physics: 70% in Unit 1/2 Physics **or** 85% in Extension Mathematics **or** 80% in Unit 1/2 Maths Methods

† General Mathematics: 70% in Year 10 Extension Mathematics **or** 85% in Year 10 Mathematics

‡ Algorithmics: 85% in Year 10 (80% for Extension) Mathematics **or** completion of Unit 1/2 Mathematical Methods



Year 11 2026 Subject Guide

Subject Descriptions

Accounting Units 1 & 2	8
Biology Units 1 & 2	9
Business Management Units 1 & 2	10
Chemistry Units 1 & 2	11
Chinese First Language Units 1 & 2	12
Chinese Second Language Units 1 & 2	13
Chinese Second Language Advanced Units 1 & 2	14
Classical Studies Units 1 & 2	15
Creative Practice (Art) Units 1 & 2	16
Drama Units 1 & 2	17
Economics Units 1 & 2	18
English Units 1 & 2	19
English as an Additional Language (EAL) Units 1 & 2	20
French Units 1 & 2	21
General Mathematics Units 1 & 2	22
Geography Units 1 & 2	23
Health & Human Development Units 1 & 2	24
Japanese Units 1 & 2	25
Latin Units 1 & 2	26
Legal Studies Units 1 & 2	27
Literature Units 1 & 2	28
Mathematical Methods Units 1 & 2	29
Media Units 1 & 2	30
Modern History Units 1 & 2	31
Music Units 1 & 2	32
Physical Education Units 1 & 2	33
Physics Units 1 & 2	34
Politics Units 1 & 2	35
Product Design and Technology Units 1 & 2	36
Psychology Units 1 & 2	37
Specialist Mathematics Units 1 & 2	38
Visual Communication Design Units 1 & 2	39
Accounting Units 3 & 4	40
Algorithmics Units 3 & 4 (HESS) Units 3 & 4	41
Biology Units 3 & 4	42
Business Management Units 3 & 4	43
Chinese First Language Units 3 & 4	44
Chinese Second Language Advanced Units 3 & 4	45
Classical Studies Units 3 & 4	46



Year 11 2026 Subject Guide

Economics Units 3 & 4	47
General Mathematics Units 3 & 4	48
Geography Units 3 & 4	49
Politics Units 3 & 4	50
Health & Human Development Units 3 & 4	51
History: Revolutions Units 3 & 4	52
Legal Studies Units 3 & 4	53
Mathematical Methods Units 3 & 4	54
Media Units 3 & 4	55
Music Repertoire Performance Units 3 & 4	56
Music Contemporary Performance Units 3 & 4	57
Physical Education Units 3 & 4	58
Physics Units 3 & 4	59
Psychology Units 3 & 4	60
Visual Communication Design Units 3 & 4	61



Year 11 2026 Subject Guide

Humanities

Accounting Units 1&2

Each unit is completed over a semester.

Overview

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information. This is completed using both manual methods and information and communications technology (ICT).

This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

Prerequisites

No prerequisites

Skills to be developed

- Collection and sorting of financial and non-financial data
- Classification of financial data
- Recording and reporting of financial data
- Analysing data and providing advice to business owners
- Critical thinking

Assessment tasks

- Topic tests
- Practical reports
- Examinations

Possible career applications

- Accountant
- Actuary
- Auditor
- Finance Manager
- Financial Planner
- Investment Analyst
- Liquidator and Receiver
- Stockbroker
- Systems Accountant
- Treasurer



Year 11 2026 Subject Guide

Science

Biology Units 1&2

Each unit is completed over a semester.

Overview

This course introduces students to cell theory where the cell as the functional unit of life is examined from single-celled to multicellular organisms. The requirements needed for sustained cellular processes, multicellular organism adaptations, digestive system anatomy, homeostatic mechanisms and cellular reproduction strategies are explored. Students also learn to use chromosome theory from classical genetics to interpret and predict genetic outcomes using well established rules for genetic inheritance.

Prerequisites

No prerequisites. A score of at least 65% in Year 10 Science is desirable

Skills to be developed

- Microscope and cell preparation techniques
- Scientific writing
- Conducting investigations
- Collecting and analysing data; relating this to studied theories
- Drawing evidence-based conclusions
- Planning investigations
- Developing research questions
- Ability to apply biological knowledge to unfamiliar and complex biological systems

Assessment tasks

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Extended investigation
- Examinations (mid-year and end of year)

Possible career applications

- Anatomist
- Biochemist
- Biotechnologist
- Ecologist
- Geneticist
- Immunologist
- Marine Biologist, Molecular Biologist
- Microbiologist
- Physiologist
- Physiotherapist
- Sports Scientist
- Virologist
- Zoologist



Year 11 2026 Subject Guide

Humanities

Business Management Units 1&2

Each unit is completed over a semester.

Overview

In Units 1 and 2, students explore how business ideas are developed and influenced by internal and external environments. They examine the establishment phase of a business, including legal requirements, staffing, marketing, and financial record keeping. Using real-world case studies, students analyse key management practices and gain insight into the role of entrepreneurship and business in driving economic and social wellbeing, at both a local and national level.

Prerequisites

No prerequisites

Skills to be developed

- Developing research questions
- Research and analyse case studies and contemporary examples of business management
- Apply business management knowledge to practical or simulated business situations.
- Identify business opportunities
- Define, describe and apply relevant business management concepts and terms
- Acquire, record, interpret and share business information and ideas
- Explain the benefits and costs of corporate social responsibility management practices
- Develop and construct business plans
- Discuss the decisions made in response to the internal factors that affect a business

Assessment tasks

- Quizzes
- Topic tests
- Examinations

Possible career applications

- Advertising Executive
- Brand Manager
- Business Systems Analyst
- Employee Relations Manager
- Finance Manager
- Human Resource Manager
- Logistics and Supply Chain Manager
- Marketing Manager
- Public Relations Officer
- Risk and Compliance Officer



Year 11 2026 Subject Guide

Science

Chemistry Units 1&2

Each unit is completed over a semester.

Overview

This course introduces students to concepts around elements and atomic structure, with an aim to explore and explain the relationships between properties, structure and bonding forces within and between atoms and molecules. Students will also work with quantifying matter and making calculations using symbols and formulas. Further, they will investigate the properties of water with relation to structure, bonding, properties, pH, chemical reactions and learn about ways to analyse samples of water.

Prerequisites

No prerequisites although a score of at least 70% in Year 10 Science is recommended

Skills to be developed

- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence based conclusions
- Using mathematical formula and relating those formula to experimental observations
- Connecting models of chemistry with observable phenomena

Assessment tasks

- Quizzes
- Topic tests
- Practical reports
- Designing and conducting an extended investigation

Possible career applications

- Biochemist
- Chemical Engineer
- Dietitian
- Food Technologist
- Forensic Scientist
- Geneticist
- Materials Engineer
- Medical Practitioner
- Pharmacist/Pharmaceutical Scientist
- Veterinarian



Year 11 2026 Subject Guide

Languages

Chinese First Language Units 1&2

Each unit is completed over a semester.

Overview

The study of VCE Chinese First Language 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.

Prerequisites

No prerequisites

Skills to be developed

- Ability to use Chinese to communicate with others
- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Understanding and appreciation of their own and other cultures
- Understanding of language as a system
- Potential to apply Chinese to work, further study, training or leisure

Assessment tasks

- Tests
- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Possible career applications

- International Business Manager
- International Finance
- International Relations/Diplomacy
- Investment Analyst
- Language Teacher
- Lawyer (International law)
- Linguist
- Translating and interpreting
- Travel Consultant



Year 11 2026 Subject Guide

Languages

Chinese Second Language Units 1&2

Each unit is completed over a semester.

Overview

VCE Chinese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Chinese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Chinese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Prerequisites

Completion of Year 10 Chinese

Skills to be developed

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Compare cultures and languages and enhance intercultural awareness
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking

Assessment tasks

- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- Hotel Manager
- International Business Manager
- International Relations/Diplomat
- Interpreter
- Language Teacher
- Lawyer (International law)
- Linguist
- Travel Consultant



Year 11 2026 Subject Guide

Languages

Chinese Second Language Advanced Units 1 & 2

Each unit is completed over a semester.

Overview

The study of VCE Chinese Second Language Advanced 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.

Prerequisites

No prerequisites

Skills to be developed

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Learn about language as a system and themselves as language learners
- Understand and appreciate the cultural contexts in which Chinese is spoken

Assessment tasks

- Tests
- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- Hotel Manager
- International Business Manager
- International Relations/Diplomat
- Interpreter
- Language Teacher
- Lawyer (International law)
- Linguist
- Travel Consultant



Year 11 2026 Subject Guide

Humanities

Classical Studies Units 1&2

Each unit is completed over a semester.

Overview

A multidisciplinary subject, Classical Studies is the study of the cultural material of ancient Greece and ancient Rome whose seminal works continue to influence our Western civilisation.

A knowledge of the ancient world provides great insight and training for a plethora of other subjects, whether scientific or artistic. In fact, Classical Studies is one of the best subjects for acquiring transferable skills for life beyond school, since students gain career flexibility by developing skills in research, writing, critical analysis and communication.

By studying classical works of ancient Greece, students will explore the composition and nature of ancient Greek society spanning from the Bronze Age through to the Classical period during the 5th Century BC.

In Unit One (Mythical Worlds), students will explore the nature of ancient Greek myth, with its assortment of supernatural beings, heroes and legacies, followed by a study of archaeological sites such as Troy, Knossos, Pompeii, Herculaneum and Delphi. In Unit Two (Classical Worlds), students will examine the aspects of ancient Greek society itself: the ideas, cultural beliefs and social customs, as well as landmark events including the Persian Wars and Peloponnesian Wars.

Prerequisites

No prerequisites

Be part of it

Skills to be developed

- Written expression
- Textual analysis
- Critical analysis
- Public speaking
- Construction of arguments
- Evaluation and comparison skills
- Persuasion and rhetoric skills
- Research and communication skills

Assessment tasks

- Short-answer tests
- Area of study tests
- Oral presentations
- Extended response questions
- Research essay
- Semester examination

Possible career applications

- International relations
- Lawyer
- Journalist
- Consultant
- Diplomat
- Political Scientist
- Education
- Research Analyst
- Publisher



Year 11 2026 Subject Guide

Creative and Performing Arts

Creative Practice (Art) Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1, students explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. The students' exploration and experimentation with materials and techniques stimulates ideas and inspires different ways of working. Their exploration and experimentation is documented in both visual and written form in a visual arts journal.

In Unit 2, students broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. They consolidate these ideas to plan and make finished artworks. Students will additionally engage with exhibitions, whether in galleries, museums or site-specific spaces.

Prerequisites

No prerequisites

Skills to be developed

- Developing skills with a range of media
- Planning artworks
- Conducting investigations with a range of media and art styles
- Analysing artworks using the Art Elements and Principles
- Developing visual analysis skills using visual thinking strategies
- Producing a visual diary and final resolved artworks
- Research subject matter appropriate to individual ideas in a visual diary

Assessment tasks

- Visual diary
- Finished artworks
- Developmental works
- Research essays
- Self-directed exploration

Possible career applications

- Advertising - Creative Director
- Architect
- Photographer
- Artist
- Curator
- Animator
- Games Designer
- Graphic Designer
- Illustrator
- Performance Designer (set/special effects)
- Spatial Designer (interior/exterior/virtual)
- User Experience (UX) Designer



Year 11 2026 Subject Guide

Creative and Performing Arts

Drama Units 1&2

Each unit is completed over a semester.

Overview

The study of Drama Units 1 & 2 focuses on the creation and performance of characters and stories that communicate ideas and meaning. Students learn to develop their public speaking skills, the ability to work in teams, how to express themselves creatively as well as boost their overall self-confidence. Students use creative processes, stimulus material and play-making techniques to develop and present devised work with a focus on Australian identity. Students learn a range of performance styles and contemporary drama practices and manipulate conventions, dramatic elements and production areas. They use performance and expressive skills to explore and develop role and character. Students also analyse the development of their own work and performances by other drama practitioners. While Drama links to some rather specific careers, it fosters general skills that are applicable to various careers and can lead to excelling in a workplace or interview process.

Prerequisites

None; however, completion of Year 10 Drama is recommended

Skills to be developed

- Develop an understanding of drama as a way of communicating stories, ideas and meaning
- Examine contemporary drama practice, the work of selected practitioners and theorists and associated performance styles
- Devise, perform and evaluate solo and ensemble drama work
- Manipulate dramatic elements and production areas in devising and performing drama
- Refine expressive and performance skills
- Creative and critical thinking

Assessment tasks

- Ensemble performances
- Solo performances
- Performance analyses
- Examinations

Possible career applications

- Acting Agent
- Actor: stage and screen
- Advertising Agent
- Costume or set design
- Director
- Lighting or Sound Technician
- Media Presenter
- Public Relations Officer
- Screen Writer/Scriptwriter
- Theatre Reviewer
- Any career that involves working with people or in teams



Year 11 2026 Subject Guide

Humanities

Economics Units 1&2

Each unit is completed over a semester.

Overview

Unit 1: Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions. Students also investigate the motivations and consequences of consumer and business behaviour.

Unit 2: Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity.

Prerequisites

No prerequisites

Skills to be developed

- Define key economic concepts and terms and use them appropriately
- Apply economic theory to make economic predictions
- Gather and synthesise information from a wide range of sources to assess the effect of economic decisions on relevant stakeholders
- Construct, interpret and apply economic models to analyse the consequences of economic decisions
- Investigate and evaluate alternative viewpoints on economic issues

Assessment tasks

- Quizzes
- Topic tests
- Examinations

Possible career applications

- Auditor
- Commodities Trader
- Company Secretary
- Data Scientist
- Economist
- Financial Planner
- Importer/Exporter
- Investment Analyst
- Market Researcher
- Parliamentarian



Year 11 2026 Subject Guide

English

English Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1, students make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. They develop their understanding of effective and cohesive writing through crafting their own texts designed for a specific context and audience to achieve a stated purpose, and they develop their ability to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

In Unit 2, students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. They also explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience. They construct a point of view text for oral presentation and develop their presentation skills through practice.

Prerequisites

No prerequisites

Skills to be developed

- Develop an understanding of the world of the text
- Analyse the way authors construct meaning
- Understand how meaning is influenced by the contexts in which a text is created and read
- Analyse the literary features used to construct the author's voice and style
- Compare ideas, issues, and themes in multimodal texts
- Use the conventions of discussion
- Analyse the way arguments are constructed to be persuasive
- Present to an audience using oral conventions
- Plan, draft, and edit written pieces using Australian Standard English

Assessment tasks

- Creative responses to text
- Analytical responses to text
- Oral presentations
- Analysis of argument and persuasive language
- Examinations



Year 11 2026 Subject Guide

English

English as an Additional Language (EAL) Units 1&2

Each unit is completed over a semester.

Overview

The study of EAL Units 1 & 2 focuses on extending students' English language skills through listening, speaking, reading and writing. Students study set texts from different genres and build their understanding of the cultural views and values presented in texts. They consider the way in which writers explore and present their ideas through language, form and structure.

Students consider the role of language in expressing ideas, further their own understanding through discussion and consider how language is used to persuade and position audiences. They make informed choices in their own analytical and creative texts and reflect on their own writing. Throughout the course, students develop their ability to make relevant connections between texts and their own world.

Prerequisites

Please refer to Head of EAL for details of eligibility to undertake EAL Units 1 & 2 studies. Typically, students will have successfully completed Year 10 EAL

Skills to be developed

- Considering and exploring the key elements of extended texts
- Using textual evidence, where appropriate, to support writing
- Writing with a clear purpose and an awareness of context and audience
- Generating ideas, and discussing, developing and elaborating on these ideas
- Summarising the key points in arguments using skills such as note-taking and annotation
- Identifying, exploring and applying the key elements of persuasive texts

Assessment tasks

- Analytical and creative responses to texts
- Analysis of a persuasive text
- Oral presentation
- Listening tasks



Year 11 2026 Subject Guide

Languages

French Units 1&2

Each unit is completed over a semester.

Overview

French Units 1 & 2 focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts. They develop cultural understanding in interpreting and creating language. Students build their understanding of the relationships between language and culture in new contexts. They consider how these relationships shape communities. Throughout the course, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and personal identity.

Prerequisites

Each unit is completed over one semester.
Completion of Year 10 French

Skills to be developed

Interpersonal communication skill:

- Interaction with other speakers of the language in oral or written form. Responses will be in French across a range of contexts

Interpretive communication skill:

- Interpretation and analysis of information obtained in French through listening and reading texts and visual materials that reflect some aspect of language or culture
- Presentational communication skill: Introducing cultural aspects associated with French-speaking communities to a specific audience in an informative and engaging way.

Assessment tasks

- Vocabulary quizzes
- Grammar quizzes
- Six school-based assessment tasks (SATs)

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- Importer/Exporter
- International Business Manager
- International Relations
- Interpreter
- Language Teacher
- Lawyer (International law)
- Linguist
- Travel Consultant



Year 11 2026 Subject Guide

Mathematics

General Mathematics Units 1&2

Each unit is completed over a semester.

Overview

The General Mathematics Units 1 & 2 course involves the study of topics listed and described below. The areas of study are:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Graphs of linear and non-linear relations
- Statistics

The topics studied in General Mathematics Units 1 & 2 form the base knowledge for General Mathematics Units 3 & 4.

This subject cannot be taken concurrently with Mathematical Methods Units 1 & 2.

Prerequisites

No prerequisites

Skills to be developed

- Using the CAS calculator
- Understanding basic algebraic operations
- Investigating data analysis charts and statistical relationships
- Financial applications and recursion relations
- Matrix methods and calculations
- Networks and their applications

Assessment tasks

- Quizzes
- Topic tests
- Examinations
- Application tasks

Possible career applications

- Accountant
- Agricultural Scientist
- Construction Manager
- Economist
- Finance Manager
- Financial Planner
- Importer/Exporter
- Logistics and Supply Chain Manager
- Market Researcher
- Project Manager



Year 11 2026 Subject Guide

Humanities

Geography Units 1&2

Each unit is completed over a semester.

Overview

Geography Units 1 & 2 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. Unit 1 examines natural hazards across both a global and national scale, particularly focusing on earthquakes and bushfires. Unit 2 explores tourism, assessing and evaluating the impact of tourism on people, places and the environment. Both units contain days of fieldwork, allowing students to apply their knowledge to real life contexts outside of the classroom.

Prerequisites

No prerequisites

Skills to be developed

- Development of a sense of wonder and curiosity about people, culture and environments throughout the world
- Development of knowledge and understanding of geographic phenomena
- An understanding of the complexity of natural and human-induced geographic phenomena
- The analysis of information and a capacity to make informed judgments and decisions about geographic challenges
- Ability to plan an effective fieldwork sequence for a chosen hypothesis

Assessment tasks

- End of topic tests
- Group presentations
- Fieldwork reports
- Research projects and case studies

Possible career applications

- Agricultural Scientist
- Architect/Landscape Architect
- Conservation Officer
- Engineer
- Environmental Scientist
- Forester
- Geographic Information Systems Officer
- Geologist
- Land and Property Economist
- Surveyor
- Urban and Regional Planner



Year 11 2026 Subject Guide

Health, Wellbeing and Physical Education

Health & Human Development Units 1&2

Each unit is completed over a semester.

Overview

Students are introduced to health, wellbeing and illness in Australia and the various factors that can impact, both positively and negatively. Students have a particular focus on youth and early adulthood, looking into attitudes and practices across the nation and have the opportunity to pursue a particular area of interest in further detail.

Students also learn about the Australian healthcare system and various initiatives designed to promote health for all. Students further extend their capacity to investigate the challenges and opportunities presented by emerging health technologies such as artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Prerequisites

No prerequisites

Skills to be developed

- Analyse and describe different dimensions of health and wellbeing
- Analyse data to describe and evaluate the current health status of populations
- Use research and data to identify social inequality and areas for improvement in youth health and wellbeing
- Discuss the long-term impact of ill health on an individual and community.
- Evaluate and create initiatives designed to promote health and wellbeing
- Analyse the role of organisations promoting the health of individuals and communities.
- Research and investigate issues surrounding emerging health procedures and technologies

Assessment tasks

- Quizzes
- Visual or digital presentation
- Case studies
- Data analysis tasks

Possible career applications

- Audiologist
- Dietitian/Nutritionist
- Health Information Manager
- Health Promotion Practitioner
- Occupational Therapist
- Optometrist
- Osteopath
- Psychologist
- Speech Pathologist



Year 11 2026 Subject Guide

Languages

Japanese Units 1&2

Each unit is completed over a semester.

Overview

Japanese Unit 1 & 2 students will learn how to use Japanese to communicate with others. They will compare cultures and language, enhancing their intercultural awareness. They will investigate a variety of cultural products and practices and appreciate the cultural contexts in which Japanese is used. In order to build fluency in students, the VCE Japanese classroom will be conducted largely in Japanese. Students will study Japanese grammar and vocabulary, and make connections between Japanese and English, and any other languages they speak, deepening and strengthening literacy in all of their languages.

Prerequisites

Successful completion of Year 10 Japanese

Skills to be developed

- Communicating in Japanese for a range of purposes including socialising, exchanging information, creating texts, interpreting from one language to another
- Students will focus on improving their ability to communicate using the five macro skills: listening, speaking, reading, writing and viewing
- Students will learn to produce a number of text-types including articles, essays, journal entries, letters and speeches

Assessment tasks

- Vocabulary and grammar quizzes
- Interpersonal communication – oral tests
- Interpretive communication – reading and listening tests
- Presentational communication – writing tests

Possible career applications

Bilingualism is an advantage in every field. Specific examples include:

- Foreign Correspondent
- Importer/Exporter
- International Finance
- International Relations/Policy Development
- Interpreter
- Language Teacher/Education Consultant
- Lawyer (international law)
- Linguist
- Travel Consultant



Year 11 2026 Subject Guide

Languages

Latin Units 1&2

Each unit is completed over a semester.

Overview

Using the Latin language as its medium, this course enables students to explore the literature, history and culture of Classical Antiquity. Alongside improving their linguistic capabilities, students will gain a rich understanding of the political and social landscape of the Roman Republic, with a particular focus on the 1st century BC, as well as fabulous episodes from Classical mythology. Using works ranging from history, poetry and philosophy, students will begin to appreciate how the language transfers and expresses the values, beliefs and attitudes held by its people. In this way, students can expect to find parallels between modernity and the classical world, thereby finding wisdom and frames of reference to use in contemporary matters.

Prerequisites

Successful completion of Year 10 Latin

Skills to be developed

- Identify basic grammatical structures in Latin sentences
- Make changes to words within a Latin sentence to change grammatical structures
- Provide nouns and verbs appropriately declined or conjugated to suit the meaning of a sentence
- Make appropriate use of a dictionary
- Express Latin grammatical structures accurately in English
- Identify the main point in a passage of Latin
- Translate Latin sentences into English
- Identify the author's purpose

Assessment tasks

- Vocabulary tests
- Interpersonal communication, class discussion, text reading and translation
- Unseen text translation tests
- Written responses to seen texts
- Outcome topic tests
- Examinations

Possible career applications

- Editor
- Language Teacher
- Lawyer
- Linguist
- Media and Communication
- Medical Practitioner
- Research Analyst
- Speech Pathologist
- Technical Writer



Year 11 2026 Subject Guide

Humanities

Legal Studies Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1, 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.

In Unit 2, students undertake a detailed investigation of two criminal cases and two civil cases from the past four years. They will then 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.

Prerequisites

No prerequisites

Skills to be developed

- Define key legal terminology
- Research and analyse relevant information about the sources and types of laws
- Explain the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals
- Classify a law based on its source and type
- Assess whether a law is effective
- Explain the relationship between parliament and the courts, using examples
- Justify the existence of the Victorian court hierarchy
- Apply legal reasoning and principles

Assessment tasks

- Short answer questions
- Extended response questions
- Case study responses
- Written examinations

Possible career applications

- Criminologist
- Police Officer/Detective
- Journalist
- Politician
- Intelligence Officer
- Human Resource Manager
- International Relations
- Lawyer (Solicitor/Barrister)
- Media and Communication
- Mediator
- OH&S/Compliance
- Policy Development



Year 11 2026 Subject Guide

English

Literature Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

They 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. Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

In Unit 2, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They also focus on the text in its historical, social and cultural context, and reflect on representations of a specific time period and/or culture within a text.

Prerequisites

No prerequisites

Skills to be developed

- Develop and produce close analysis written and/or oral responses to texts
- Discuss how the literary forms, features and language of texts contribute to meaning
- Discuss how their own views, values and contexts influence their readings of texts
- Use evidence from texts to support a response
- Analyse and reflect on the ideas and concerns raised by texts typical of a movement or genre
- Engage with and explore Aboriginal and Torres Strait Islander perspectives, knowledge and storytelling
- Share and listen to stories within the context of Australian culture and landscapes
- Explore how a text enables an understanding of a specific time period and/or culture
- Develop and produce creative and/or analytical responses to texts

Assessment tasks

- Oral presentation
- Passage analysis
- Extended creative composition
- Reflective commentary
- Analytical essay



Year 11 2026 Subject Guide

Mathematics

Mathematical Methods Units 1&2

Each unit is completed over a semester.

Overview

This subject is designed to prepare students to study Mathematical Methods Units 3 & 4. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously. Linear, quadratic and trigonometric functions are dealt with in a more formal and abstract manner. Algebraic manipulations are consolidated in the context of a number of new areas of study like logarithmic functions and calculus.

Prerequisites

Satisfactory performance in Year 10
Mathematics or Year 10 Extension
Mathematics

Skills to be developed

- Linear and quadratic relations
- Gallery of graphs
- Functions and relations
- Transformations
- Polynomials
- Rates of change
- Probability
- Exponential and logarithmic functions
- Circular functions
- Differentiation
- Counting and sampling

Assessment tasks

- Topic tests
- Quizzes
- Modelling tasks and investigations
- Examinations

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Meteorologist
- Pilot
- Risk Manager
- Surveyor



Year 11 2026 Subject Guide

Creative and Performing Arts

Media Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1 (Media Representations) students will develop their understanding of how media representations in a range of media products and forms from different periods of time, locations and contexts are constructed, distributed, engaged with, consumed and read by audiences. They will learn to use the media production process to design, produce, and evaluate media representations for specified audiences in a range of media forms. Students analyse how the structural features of Australian fictional and non-fictional narratives, in two or more media forms, engage and are consumed and read by audiences.

In Unit 2 (Narrative, Style and Genre) students will analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms. Students will apply the media production process to create, develop and construct narratives. Students will discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Prerequisites

No prerequisites

Skills to be developed

- Media literacy
- Critical and analytical thinking skills
- Creativity and expression in media production
- Communication skills
- Collaboration through working in teams
- Applying technical skills and knowledge

Assessment tasks

- Audiovisual or video sequences
- Photographs, print layouts or posters
- Presentations using digital technologies
- Short and long answer written responses
- Oral reports
- Tests
- Examinations

Possible career applications

- Film Production
- Journalism
- Animation
- Communications
- Media
- Marketing
- Screen Writing



Year 11 2026 Subject Guide

Humanities

Modern History Units 1&2

Each unit is completed over a semester.

Overview

Unit 1: Change and Conflict focuses on the political, economic, social and cultural environment between the late nineteenth century and 1939 that saw the Second World War emerge. The rise of militaristic nation states is considered through the history of Japan and Germany, back to the Meiji restoration and German unification respectively. Russia provides a valuable point of contrast with its ideological Utopian ideals, immediate economic and military threats, and attempts to create the world's first socialist society.

Unit 2: The Changing World Order looks at the post-1945 period focusing on the origins and nature of the Cold War, decolonization and nationalist independence movements. This will include the Vietnam wars, both France's First Indochina War 1946-1954 and the US-led Second Indochina War 1955-1975. Students also focus on terrorism campaigns and regional conflicts, including FLN (Algeria), Al Qaeda, the Gulf Wars and Wars in Afghanistan.

Prerequisites

No prerequisites

Skills to be developed

- Construct arguments using primary sources and historical interpretations as evidence
- Evaluate historical significance of events
- Use questions to inform historical inquiry and conduct research
- Explain the ideological beliefs and values in primary sources
- Compare historical interpretations of historians

Assessment tasks

- Essays
- Extended responses
- Research reports
- Source analysis tasks

Possible career applications

- Archeologist
- Criminologist
- Historian
- International Relations
- Journalist
- Lawyer
- Librarian
- Policy Analyst
- Policy Development
- Publisher
- Research Analyst



Year 11 2026 Subject Guide

Creative and Performing Arts

Music Units 1&2

Each unit is completed over a semester.

Overview

In Music, students focus on 'Organisation of Music' in Unit 1 and 'Effect of Music' in Unit 2. Students present performances of selected solo and ensemble repertoire culminating in a 15–20 minute recital at the end of each semester. Students participate in weekly workshop classes to practice their repertoire, including working in collaboration with each other and/or an accompanist. Students focus on improving their performance and musicianship skills by identifying strengths and weaknesses in their performance and selecting exercises that aim to consolidate and refine their command of instrumental and presentation techniques.

Students will draw on the expressive elements of music to analyse and compose music in a variety of styles and genres. Throughout each unit, students also study aural and theory concepts in order to develop their musicianship skills, and apply this knowledge when preparing and presenting performances.

Prerequisites

No prerequisites, although a score of at least 70% in Year 10 Music is recommended (approximately Grade 4 AMEB performance standard). Students should be having weekly individual lessons on their chosen instrument.

Skills to be developed

- Learning, practising, interpreting and rehearsing a program of solo and ensemble works
- Developing strategies and approaches to address individual technical challenges and optimise performance
- Using the expressive elements to analyse and compose music in a variety of styles and genres
- Studying aural and theory concepts to develop musicianship

Assessment tasks

- End of semester recital
- Weekly tasks from theory workbook
- Music language tests (aural and written)
- Composition
- End of semester written examination

Possible career applications

- Audiovisual Technician
- Composer
- Conductor
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer



Year 11 2026 Subject Guide

Health, Wellbeing and Physical Education

Physical Education Units 1&2

Each unit is completed over a semester.

Overview

In this subject, students examine the systems of the human body and how they translate into movement. Through practical activities, they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity.

Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways. Students investigate the role and function of the main structures of each system and how they respond to physical activity, sport and exercise.

Using a contemporary approach students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the body systems and how sport and physical activity form part of society.

Prerequisites

No prerequisites

Skills to be developed

- Participate in a range of physical activities, sports and exercise
- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise to explain the interaction between bones, muscles, joints and joint actions responsible for movement
- Investigate and evaluate a range of performance-enhancing practices
- Conduct investigations and collect data
- Perform, measure and report on changes to the cardiovascular and respiratory systems at rest compared with exercise
- Identify contemporary issues associated with participation in sport/physical activity

Assessment tasks

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Examinations

Possible career applications

- Exercise Physiologist
- Exercise Scientist
- Facilities Manager
- Nutritionist/Dietician
- Outdoor Education Specialist
- Paramedic
- Physiotherapist/Sports Medicine
- Sports Manager
- Sportsperson



Year 11 2026 Subject Guide

Science

Physics Units 1&2

Each unit is completed over a semester.

Overview

This course introduces students to heat, heat flow, temperature and internal energy. There is also an investigation of electricity, its use in the home and circuit analysis, as well as an introduction to magnetism and electrostatic forces. In addition, there is an exploration of radioactivity, the origin of atoms and subatomic particles, and the development of in-depth understanding of Newton's laws of motion, forces and mechanical interactions.

Prerequisites

No prerequisites although a score of at least 60% in Year 10 Science and 10 A Mathematics or Enrichment Mathematics is recommended

Skills to be developed

- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions
- Using mathematical formula and relating those formula to experimental observations
- Connecting models of physics with observable phenomena

Assessment tasks

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Designing and conducting an extended investigation

Possible career applications

- Architect/Naval Architect
- Biotechnologist
- Engineer
- Materials Scientist
- Medical Scientist
- Meteorologist
- Nanotechnologist
- Patent Examiner
- Physicist
- Surveyor



Year 11 2026 Subject Guide

Humanities

Politics Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to resolve conflicts, issues and crises.

In Unit 2, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and study a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors influence democracy.

Prerequisites

No prerequisites

Skills to be developed

- Explaining key features of political theory
- Using contemporary examples and case studies
- Analysing the power and influence of political actors
- Developing explanations, arguments and points of view
- Evaluating political issues

Assessment tasks

- A political inquiry
- Analysis and evaluation of sources
- A multimedia presentation
- A political debate
- A political simulation
- A political brief
- Extended responses
- Short-answer questions
- An essay
- Examinations

Possible career applications

- Lawyer/Barrister
- Intelligence Officer
- International Relations
- Journalist
- Policy Analyst/Developer
- Parliamentarian/Advisor
- Teacher
- Product Design and Technology



Year 11 2026 Subject Guide

Creative and Performing Arts

Product Design and Technology Units 1&2

Each unit is completed over a semester.

Overview

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

Prerequisites

It is highly recommended that students will have undertaken Wood Technology at Year 9 or Year 10 level. Students who have completed Year 10 Wood Technology will take preference. Numbers are limited due to safety.

Skills to be developed

- Use design thinking and develop an understanding of product development
- Apply design practice by generating and communicating multiple creative ideas, concepts and product design options
- Explore characteristics and properties of materials for different uses
- Examine methods of sourcing and assembling materials and their implications (social, economic, ethical, environmental)
- Use risk assessment to apply appropriate, efficient and safe methods of working with materials, tools, equipment and machines
- Apply project management techniques of time and sequence

Assessment tasks

- Workshop practices
- Research projects
- Practical reports
- Product assessment
- End of Unit examination

Possible career applications

- Civil Engineer
- Construction Manager
- Fashion Designer and Textile Designer
- Industrial Designer
- Performance Designer (Set and Costume)
- Product Design Engineering
- Spatial Designer (interior/exterior/virtual)
- Trades
- Visual Merchandiser



Year 11 2026 Subject Guide

Science

Psychology Units 1&2

Each unit is completed over a semester.

Overview

The aim of this course is to introduce students to the concepts that influence human behaviour and mental processes.

Areas of study include influences on:

- Development across the lifespan with a focus on cognitive and emotional development
- Contributing factors to mental health and wellbeing
- The functioning of the brain and nervous system both in normal healthy people and when brain damage occurs
- Visual and taste perception
- Individual and group behaviour with a focus on attitude formation, power, obedience and conformity

Prerequisites

No prerequisites

Skills to be developed

- Connecting psychological theory to examples of human and animal behaviour observable in everyday examples
- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions

Assessment tasks

- Topic tests
- Practical reports
- Designing and conducting an extended investigation
- End of semester examinations

Possible career applications

- Each unit is completed over one semester.
- Counsellor
- Criminologist
- Human Resources Manager
- Media and Communication
- Occupational Therapist
- Psychologist
- Public Relations Manager
- Research Analyst
- Social Worker
- Teacher



Year 11 2026 Subject Guide

Mathematics

Specialist Mathematics Units 1&2

Each unit is completed over a semester.

Overview

This subject is designed to prepare students to study Specialist Mathematics Units 3 & 4 as well as providing support for the study of Mathematical Methods Units 3 & 4. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously. The subject provides an introduction to many of the topics studied in more depth in Units 3 & 4 including vectors, complex numbers, kinematics, statistics, and graphing systems.

Prerequisites

Must be taken either concurrently with, or subsequent to, Mathematical Methods Units 1 & 2

Skills to be developed

- Algebra and number systems
- Sequences and series
- Counting methods and sampling
- Graphing systems
- Complex numbers
- Geometry in the plane
- Trigonometry
- Vectors
- Matrices and transformations
- Kinematics and statistics
- Logic and proof
- Graph theory

Assessment tasks

- Quizzes
- Topic tests
- Examinations

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Medical Scientist
- Meteorologist
- Pilot
- Surveyor



Year 11 2026 Subject Guide

Creative and Performing Arts

Visual Communication Design Units 1&2

Each unit is completed over a semester.

Overview

In the Finding, Reframing and Resolving Design Problems Unit, students are introduced to the core VCD design process through a human-centred approach. They learn to use research to identify design problems, understand stakeholder needs, and prepare a formal design brief. Practical work focuses on communication design (like branding) and industrial design (like product development), while exploring visual language, sustainability, and how to give and receive constructive feedback through design critiques.

In the Design Contexts and Connections Unit, students apply the complete design process to more complex projects. The focus shifts to environmental design, such as architecture and interior spaces, and interactive design, exploring user experience (UX). Students learn to create designs that are not only functional but also emotionally engaging by drawing inspiration from historical and cultural sources. A significant part of this unit also involves studying culturally appropriate practices, including protocols for using Indigenous knowledge and understanding intellectual property rights.

Prerequisites

No prerequisites although completion of Year 9 or Year 10 VCD is highly recommended

Skills to be developed

- Applying the VCD Design Process
- Human-Centred Problem Solving
- Versatile Design Creation
- Technical and Digital Visualisation
- Professional Communication
- Ethical and Cultural Practice

Assessment tasks

- Folio
- Outcome based summary tests
- Class Pitch Presentations
- Formal end of unit examination

Possible career applications

- Architect
- Interior Designer
- Landscape Architect
- Urban Planner
- Industrial Designer
- Product Designer
- Graphic and Web Designer
- UI/UX (User Interface/User Experience) Designer
- Marketing and Advertising Professional
- App Developer



Year 11 2026 Subject Guide

Accelerated

Humanities

Accounting Units 3&4

Each unit is completed over a semester.

Overview

Accounting Units 3 & 4 explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Collecting and recording financial data
- Communicating financial information via accounting reports to internal and external stakeholders
- Analysing and interpreting the financial information and advising stakeholders within the business on improving business performance
- The use of ICT in Accounting

Assessment tasks

- Assignments/reports
- Written tests
- ICT-based tasks
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Auditor
- Financial Accountant
- Forensic/Investigative Accounting
- Investment Analyst
- Management Accountant
- Management Consultant
- Programmer (Financial) Systems Integration
- Taxation Accountant
- Treasurer



Year 11 2026 Subject Guide

Accelerated

Mathematics

Algorithmics Units 3 & 4 (HESS) Units 3 & 4

Each unit is completed over a semester.

Overview

This subject is only offered in even years (e.g., 2024, 2026) and is most suitable for students who have had some experience with coding or computer programming.

Algorithmics Unit 3 & 4 provides a structured framework for solving real-world problems with computational methods and has been the driver of innovation across many fields of human endeavour. Algorithmics is fundamental to computer science and software engineering and is essential to understanding the technical underpinnings of the information society. Beyond its use in computing, algorithmics provides a general discipline of rational thought.

The Algorithmics course focuses on how algorithms are used for solving complex problems, and on the performance, scope and limits of algorithms.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Students develop an understanding of the mathematical foundations of computer science and software engineering
- Students learn to use symbolic representations and abstraction to formalize real-world information problems
- Students design algorithms to solve practical information problems, using suitable abstract data types and algorithm design patterns
- Students investigate the efficiency and correctness of algorithms through formal analysis and empirically through implementation as computer programs
- Students reason about the physical, mathematical and philosophical limits of computability and artificial intelligence

Assessment tasks

- Computer programs
- Tests
- SACs
- Examinations

Possible career applications

- Computer Scientist
- Software Engineer
- Data Scientist
- Engineer
- Scientist
- Mathematician/Statistician
- Economist
- Quantitative Analyst



Year 11 2026 Subject Guide

Accelerated

Science

Biology Units 3&4

Each unit is completed over a semester.

Overview

Students focus on the cell as a complex chemical system. Cells' abilities to communicate with each another, replicate components, synthesise proteins, regulate gene expression and the production and consumption of energy form the core elements of cell theory. The immune system is explored in detail from the nature of disease through to the complex processes required to produce an antibody that can defend against future infection. Students will also explore the theory of evolution, including human evolution and compare this to the tools, techniques and practical application of modern gene technology.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Scientific writing
- Collecting data
- Planning and conducting investigations
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions
- Developing research questions
- Apply biological knowledge to unfamiliar and complex biological systems
- Memory and summary skills

Assessment tasks

- School Assessed Coursework (SACs)
- Practical reports
- Extended investigation
- Tests
- Primary and secondary data analysis
- Examination

Possible career applications

- Anatomist
- Biochemist
- Biotechnologist
- Ecologist
- Geneticist
- Immunologist
- Marine Biologist, Microbiologist, Molecular Biologist
- Physiologist
- Physiotherapist
- Sports Scientist
- Virologist
- Zoologist



Year 11 2026 Subject Guide

Accelerated

Humanities

Business Management Units 3&4

Each unit is completed over a semester.

Overview

In these units students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students consider the importance of reviewing key performance indicators to determine performance and strategies 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. Students evaluate business practice against theory using a contemporary case study.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Define, describe and apply relevant business management concepts and terms
- Interpret, discuss and evaluate business information and ideas
- Apply business management knowledge to practical and/or simulated business situations
- Evaluate management strategies, styles, and skills and their appropriateness for a range of business situations
- Examine and apply the key principles of the theories of motivation
- Propose and justify strategy selection

Assessment tasks

- Area of study tests
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Advertising Executive
- Brand Manager
- Business Systems Analyst
- Finance Manager
- Human Resource Manager
- Industrial Relations Officer
- Logistics and Supply Chain Manager
- Marketing Manager
- Public Relations Officer
- Risk and Compliance Officer



Year 11 2026 Subject Guide

Accelerated

Languages

Chinese First Language Units 3&4

Each unit is completed over a semester.

Overview

The study of Chinese First Language Units 3 & 4 contributes to the overall education of students, most particularly in the area of communication but also the 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.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Ability to use Chinese to communicate with others in interpersonal, interpretive and presentational contexts
- Understanding and appreciation of their own culture and others
- Understanding of language as a system
- Potential to apply Chinese to work, further study, training or leisure

Assessment tasks

- Oral presentation, conversations and discussions
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese
- School Assessed Coursework (SACs)
- Examinations

Possible career applications

- International Business Manager
- Investment Analyst
- International Finance
- International Relations/Diplomacy
- Language Teacher
- Lawyer (International law)
- Linguist
- Translating and interpreting
- Travel Consultant



Year 11 2026 Subject Guide

Accelerated

Languages

Chinese Second Language Advanced Units 3 & 4

Each unit is completed over a semester.

Overview

Chinese Second Language Advanced Units 3 & 4 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.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Applying language learning to social and leisure activities, and the work force

Assessment tasks

- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese
- School Assessed Coursework (SACs)
- Examinations

Possible career applications

- International Business Manager
- International Finance
- International Relations/Diplomacy
- Investment Analyst
- Language Teacher
- Lawyer (International law)
- Linguist
- Translating and interpreting
- Travel Consultant



Year 11 2026 Subject Guide

Accelerated

Humanities

Classical Studies Units 3 & 4

Each unit is completed over a semester.

Overview

During Units 3 and 4, students engage with the intellectual and cultural material of ancient Greece and ancient Rome. Working with translations rather than the original ancient Greek or Latin, students examine classical works that continue to have an enduring influence on Western civilisation. Areas of study include the following: epic poetry, theatrical drama, classical or imperial architecture and sensational sculpture.

In Unit 3 (Classical Expressions), students explore the epic tradition and material culture of two works from the Greek or Roman worlds. Areas of Study explore the key classical ideas and techniques in, and their relationship to, its socio-historical context.

In Unit 4 (Classical Perspectives), students engage with the intellectual life of the classical world through a thematic cultural study of an overarching concern of classical culture and through analysis, evaluation and comparison of a range of different works.

Area of Study 1 explores one of the following:

- Classical Identities
- Power and Authority
- War and Warfare

In Area of Study 2, students engage in an in-depth comparative study of two prescribed classical works.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Written expression
- Textual and critical analysis
- Construction of arguments
- Evaluation and comparison skills
- Persuasive and rhetorical skills
- Research and communication skills

Assessment tasks

- A written analysis of extract/s or image/s of the selected classical work
- Short-answer and structured questions
- An oral presentation
- An extended response
- An essay
- A research project
- School Assessed Coursework (SACs)
- End-of-Year Examination

Possible career applications

- International relations
- Lawyer
- Journalist
- Consultant
- Diplomat
- Political Scientist
- Education
- Research Analyst
- Publisher



Year 11 2026 Subject Guide

Accelerated

Humanities

Economics Units 3 & 4

Each unit is completed over a semester.

Overview

In Unit 3, students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy. Use of models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and effect on living standards is explored.

In Unit 4, students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts, to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Define key economic concepts and terms and use them appropriately
- Explain key international economic relationships and how they may affect living standards
- Explain trends, patterns, similarities and differences in economic data and other information
- Calculate relevant economic indicators using real or hypothetical data
- Access, interpret and draw conclusions from, information gathered from a range of sources

Assessment tasks

- Area of study tests
- Quizzes
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Auditor
- Commodities Trader
- Company Secretary
- Data Scientist
- Economist
- Financial Planner
- Importer/Exporter
- Investment Analyst
- Market Researcher
- Policy Development



Year 11 2026 Subject Guide

Accelerated

Mathematics

General Mathematics Units 3 & 4

Each unit is completed over a semester.

Overview

The General Mathematics Units 3 and 4 course consists of two areas of study: Data/Probability/Statistics, and Discrete Mathematics.

The study of Discrete Mathematics includes the study of Recursion and Financial Modelling, Matrices, Networks and Decision Mathematics.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Using the CAS calculator effectively
- Univariate data
- Bivariate data
- Time series
- Modelling growth and decay using recurrence relations
- Financial modelling using recurrence relations
- Theory and Applications of Matrices
- Theory and Applications of Networks

Assessment tasks

- Quizzes
- Topic tests
- School Assessed Coursework (SACs)
- Examinations

Possible career applications

- Accountant
- Agricultural Scientist
- Construction Manager
- Economist
- Finance Manager
- Financial Planner
- Importer/Exporter
- Logistics and Supply Chain Manager
- Market Researcher
- Project Manager



Year 11 2026 Subject Guide

Accelerated

Humanities

Geography Units 3 & 4

Each unit is completed over a semester.

Overview

Unit 3 Geography is a study of 'Changing the Land'. Students will examine Melbourne Docklands as an urban land-use change, followed by studies of the process of melting glaciers and deforestation as significant changes in global land cover. For each topic students will evaluate the causes of, impacts of and responses to the changing land cover.

Unit 4 Geography examines 'Human Population', looking at population dynamics, demography and the issues which arise from the changes in population. In-depth case studies are used to show local, national and global responses to population issues.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Development of a sense of wonder and curiosity about people, culture and environments throughout the world
- Development of knowledge and understanding of geographic phenomena
- Understanding the complexity of natural and human-induced geographic phenomena
- The analysis of information and a capacity to make informed judgments and decisions about geographic challenges

Assessment tasks

- A fieldwork report (1500–2000 words)
- Structured questions
- Data analysis
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Agricultural Scientist
- Architect/Landscape Architect
- Conservation Officer
- Engineer
- Environmental Scientist
- Forester
- Geographic Information Systems Officer
- Geologist
- Land and Property Economist
- Surveyor
- Urban and Regional Planner



Year 11 2026 Subject Guide

Accelerated

Humanities

Politics Units 3 & 4

Each unit is completed over a semester.

Overview

In Unit 3, students explore the challenges of global cooperation and conflict by investigating a significant global issue, such as climate change, economic instability, development, or weapons of mass destruction, as well as a contemporary crisis involving human rights, armed conflict or the mass movement of people. They examine the roles and responses of global actors including states, international institutions, and non-state actors, and evaluate the effectiveness of these actors in resolving issues and promoting political stability or change.

In Unit 4, students investigate power and national interest in the Indo-Pacific region. They analyse how one major regional state (e.g. China, the US or India) uses various forms of power to achieve its interests, and explore how Australia pursues its own national interests through foreign policy and regional relationships. Students evaluate whether these actions promote cooperation or lead to conflict.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Analysing the causes and consequences of global issues and crises
- Evaluating the effectiveness of global actors in resolving conflicts
- Investigating national interests and foreign policy
- Using contemporary examples to construct political arguments
- Interpreting multiple perspectives on regional cooperation and conflict
- Assessing political significance of global and regional actions.

Assessment tasks

- Short answer questions
- Extended responses
- Source analysis
- Political inquiry
- School Assessed Coursework (SACs)
- Examinations

Possible career applications

- Criminologist
- Employee Relations Officer
- Intelligence Officer
- International Relations
- Journalist
- Lawyer
- Parliamentarian
- Policy Development
- Psychologist
- Research Analyst
- Teacher/Lecturer



Year 11 2026 Subject Guide

Accelerated

Health, Wellbeing and Physical Education

Health & Human Development Units 3 & 4

Each unit is completed over a semester.

Overview

In these units, students look at health, wellbeing and illness in Australia and in a global context. Students begin to analyse the differences in health status seen in a variety of countries, along with strategies used to promote health and wellbeing, both domestically and globally. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a global resource, students investigate the key concepts of sustainability and human development.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Analyse data to describe and evaluate the current health status of populations
- Analyse trends to identify morbidity and mortality over time
- Draw informed conclusions through data analysis
- Evaluate health promotion initiatives
- Create initiatives designed to promote health and wellbeing
- Discuss the long term impact of ill health on a country
- Analyse the role of various organisations in promoting health of individuals and communities.

Assessment tasks

- Quizzes
- Area of study tests
- Case studies
- Data analysis tasks
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Audiologist
- Dietitian/Nutritionist
- Health Information Manager
- Health Promotion Practitioner
- Occupational Therapist
- Optometrist
- Osteopath
- Psychologist
- Speech Pathologist



Year 11 2026 Subject Guide

Accelerated

Humanities

History: Revolutions Units 3&4

Each unit is completed over a semester.

Overview

Two communist revolutions are studied independently:

First, the Russian Revolution from 1896 to 1927 (Coronation of Tsar Nicholas to the end of the New Economic Policy).

Next, the Chinese Revolution from 1912 to 1976 (The Chinese Republic to the death of Mao Zedong).

For each revolution, the causes and the consequences are examined in separate units.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Analyse the long-term and short-term causes and consequences of revolution
- Use primary sources as evidence
- Evaluate the significance of ideas, events, individuals and popular movements
- Evaluate continuity and change in society as a consequence of the revolution
- Evaluate the degree to which revolutionary ideals were achieved
- Compare a range of revolutionary experiences and perspectives to understand change
- Evaluate historical interpretations (historians' views) about a revolution
- Construct arguments using primary sources and historical interpretations as evidence.

Assessment tasks

- Quizzes
- A historical inquiry
- Essays and extended responses
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Criminologist
- Historian
- International Relations
- Journalist
- Lawyer
- Librarian
- Political Scientist
- Publisher



Year 11 2026 Subject Guide

Accelerated

Humanities

Legal Studies Units 3&4

Each unit is completed over a semester.

Overview

In Unit 3, students explore topics such as the rights available to the accused and 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.

In Unit 4, students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Define and use legal terminology
- Discuss, interpret, analyse and apply legal principles and information to actual and/or hypothetical scenarios/cases
- Discuss the impacts of a range of factors on the achievement of the principles of justice
- Evaluate the ability of the criminal and civil justice system to achieve its goals
- Evaluate how the Australian Constitution constrains parliament in law-making
- Evaluate the ability of law reform bodies to influence a change in the law

Assessment tasks

- Short answer questions
- Extended response questions
- Case study responses
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Criminologist
- Police Officer/Detective
- Journalist
- Politician
- Intelligence Officer
- Human Resource Manager
- International Relations
- Lawyer (Solicitor/Barrister)
- Media and Communication
- Mediator
- OH&S/Compliance
- Policy Development



Year 11 2026 Subject Guide

Accelerated

Mathematics

Mathematical Methods Units 3 & 4

Each unit is completed over a semester.

Overview

The Mathematical Methods Units 3 & 4 course involves the study of topics listed below. This subject is a continuation of Mathematical Methods Units 1 & 2. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously. The areas of study involved are:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Graphs and functions
- Functions and transformations
- Exponential and logarithmic functions
- Circular functions
- Differentiation
- Integration
- Discrete and continuous random variables
- Normal distributions and sampling

Assessment tasks

- Quizzes
- Topic tests
- School Assessed Coursework (SACs)
- Examinations

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Meteorologist
- Pilot
- Risk Manager
- Surveyor



Year 11 2026 Subject Guide

Accelerated

Creative and Performing Arts

Media Units 3&4

Each unit is completed over a semester.

Overview

This subject builds upon skills and understanding from Media Units 1 & 2. Students will be provided with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives. They examine the media's role in contributing to and influencing society. Students integrate these aspects through the individual design and production of their media representations, narratives and products.

Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Develop critical thinking skills
- Analytical writing related to the media
- Plan and produce their own media representations
- Develop skills and refine skills related to technologies in creating own media products
- Evaluate and examine the influence of the media
- Investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- Ability to apply media language to their analysis

Assessment tasks

- Written responses and analysis
- Production folio and tasks
- Oral presentations
- Examination

Possible career applications

- Film and Television Industry
- Journalism
- Marketing and Publishing
- Communications
- Public Relations
- Advertising
- Market Research
- Event Manager
- Web Design



Year 11 2026 Subject Guide

Accelerated

Creative and Performing Arts

Music Repertoire Performance Units 3 & 4

Each unit is completed over a semester.

Overview

In Music Repertoire Performance Units 3 & 4, students present performances of selected repertoire culminating in a 20 minute externally assessed recital at the end of the year. Students focus on improving their performance and musicianship skills. This subject is designed for musicians who learn music primarily from written notation but can include a variety of classical and contemporary styles. Students identify strengths and weaknesses in their performance and select exercises that aim to consolidate and refine their command of instrumental and presentation techniques. Students draw on the expressive elements of music to analyse previously unheard works in a variety of styles and genres. Throughout each unit, students also study aural and theory concepts in order to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Learning, rehearsing and interpreting a program of solo and ensemble works
- Exploring the various aspects that make an effective performance
- Developing strategies and approaches to address individual technical challenges and optimise performance
- Using the expressive elements to analyse and music in a variety of styles and genres
- Studying aural and theory concepts to develop musicianship

Assessment tasks

- End of semester recitals
- Ensemble participation
- Technical exercises presentation and discussion
- Music language tests (aural and written)
- Examinations (performance and written)

Possible career applications

- Audiovisual Technician
- Composer
- Conductor
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer



Year 11 2026 Subject Guide

*Accelerated***Creative and Performing Arts**

Music Contemporary Performance Units 3 & 4

Each unit is completed over a semester.

Overview

In Music Contemporary Performance Units 3 & 4, students present performances of selected repertoire culminating in a 20 minute externally assessed recital at the end of the year. Students focus on improving their performance and musicianship skills. This subject is designed for musicians who do not learn music primarily from written notation but focus on contemporary styles including the use of improvisation and re-imagining of works. Students identify strengths and weaknesses in their performance and select exercises that aim to consolidate and refine their command of instrumental and presentation techniques. Students will draw on the expressive elements of music to analyse previously unheard works in a variety of styles and genres. Throughout each unit, students also study aural and theory concepts in order to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Learning, rehearsing and interpreting a program of solo and ensemble works
- Exploring the various aspects that make an effective performance
- Developing strategies and approaches to address individual technical challenges and optimise performance
- Using the expressive elements to analyse and music in a variety of styles and genres
- Studying aural and theory concepts to develop musicianship

Assessment tasks

- End of semester recitals
- Ensemble participation
- Technical exercises presentation/discussion
- Music language tests (aural and written)
- Examinations (performance and written)

Possible career applications

- Audiovisual Technician
- Composer
- Conductor
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer



Year 11 2026 Subject Guide

Accelerated

Health, Wellbeing and Physical Education

Physical Education Units 3 & 4

Each unit is completed over a semester.

Overview

In these units, students learn the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. This includes participating in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Analyse a range of movements in physical activities to improve performance
- Perform, observe and analyse a variety of movements used in physical activities
- Investigate, evaluate and critically analyse a range of performance enhancing practices from a physiological perspective
- Use a range of data collecting methods including heart rate monitors and GPSs to analyse performance
- Measure and report on changes to the cardiovascular, muscular and respiratory systems during and after exercise

Assessment tasks

- Quizzes, tests
- Practical reports
- Designing and conducting a training program
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Chiropractor
- Exercise Scientist
- Facilities Manager
- Nutritionist
- Outdoor Education Specialist
- Paramedic
- Physiotherapist
- Sports Manager
- Sports Medicine
- Sportsperson



Year 11 2026 Subject Guide

Accelerated

Science

Physics Units 3 & 4

Each unit is completed over a semester.

Overview

Physics is a natural science based on observations, experiments, measurements and mathematical analysis, with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. Students learn how fields can explain the interactions between different particles, and investigate how to explain the phenomena of light and matter in detail.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Apply the scientific method to practical and research tasks
- Examine data for trends, comparisons and conclusions
- Reflect critically on results
- Understand and apply science language correctly
- Apply mathematical skills to problem solving

Assessment tasks

- Quizzes
- Topic tests
- Practical reports
- Performing a data analysis
- Designing and conducting an extended investigation
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Aerospace Engineer
- Astronomer
- Astrophysicist
- Biomedical Engineer
- Geophysicist
- Medical Physicist
- Meteorologist
- Nanotechnologist
- Product Design Engineer
- Robotics/Mechatronics Engineer



Year 11 2026 Subject Guide

Accelerated

Science

Psychology Units 3 & 4

Each unit is completed over a semester.

Overview

In Unit 3, students learn how the nervous system co-ordinates with the brain to respond to changes in the internal and external environments. Stress is a key topic, as well as changes that occur at a neural level, particularly with memory and learning.

In Unit 4, consciousness will be investigated, with an emphasis on sleep as an altered state. The course then moves onto mental health, with a focus on anxiety disorders such as phobias.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Identifying key psychological terms
- Connecting psychological theory to behaviour, data and/or scenarios (stories)
- Comparing and contrasting theories
- Developing research questions
- Conducting investigations and collecting data
- Drawing evidence-based conclusions
- Formulating hypotheses and understanding the implications of research design
- Operationalising variables

Assessment tasks

- Practical investigation
- Annotated folio of practical activities
- Media response
- Test
- Data analysis
- Evaluation of research
- School Assessed Coursework (SACs)
- Examination

Possible career applications

- Counsellor
- Criminologist
- Human Resources Manager
- Media and Communication
- Occupational Therapist
- Psychologist
- Public Relations Manager
- Research Analyst
- Social Worker
- Teacher



Year 11 2026 Subject Guide

Accelerated

Creative and Performing Arts

Visual Communication Design Units 3 & 4

Each unit is completed over a semester.

Overview

In Unit 3: Visual Communication in Design Practice, students act as both design analysts and practitioners. First, they study contemporary designers to understand their professional practices, responsibilities, and how they use visual language to solve problems. Next, they start their own major design project, tackling the first three phases of the VCD design process. They conduct research (Discover), write a comprehensive design brief for a client with distinct communication needs (Define), and generate a range of ideas for those needs (Develop).

In Unit 4: Delivering Design Solutions, students are dedicated to completing the major design project started in Unit 3, focusing on the final phases of refinement and resolution. Students take their initial concepts, test them using mock-ups and prototypes, and use an iterative cycle of feedback and refinement to develop their final solutions. The unit culminates in creating a professional “pitch” to justify their design choices and presenting two high-quality design solutions that respond directly to the brief. Students carefully select appropriate materials and presentation formats to ensure their final work is impactful and professional.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Managing a major design project
- Analysing professional practice
- Developing a professional brief
- Iterative prototyping and refinement
- Pitching and justifying designs
- Producing high-quality solutions

Assessment tasks

- School Assessed Coursework (SACs)
- School Assessed Task (SAT)
- Examination

Possible career applications

- Architect
- Interior Designer
- Landscape Architect
- Urban Planner
- Industrial Designer
- Product Designer
- 3D Modeler/Digital Artist
- Graphic and Web Designer
- UI/UX (User Interface/User Experience) Designer
- Marketing and Advertising Professional
- App Developer

