

Year 12 2025 Subject Guide



**BRIGHTON
GRAMMAR**



Year 12 2025 Subject Guide

This document details the subjects available for Year 12 (2025) 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.

There are four sections:

- Overview of subject offerings
- Subject preferences and submission process
- VCE overview
- Units 3 and 4 VCE subjects

Overview of Subject Offerings and Submission Process

In Year 12, students typically continue to study five of their Units 1 and 2 subjects. Similar requirements exist for completing an English subject and a Mathematics subject.

A link and instructions will be sent via email to parents with information on how to submit subject preferences. These are completed online. Students will also have an opportunity to meet with their Head of House during the process.

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

Students wishing to apply for exemption from the typical VCE structure must do so in writing to Mr Sanders.

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) subject. More information about VET subjects can be found here: <https://studentcareers.brightongrammar.vic.edu.au/?page=vocational-education-and-training>

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Units 3 & 4 VCE Subjects

Faculty	Subject	Compulsory
English	English	Select at least one
	English as an Additional Language	
	Literature	
Mathematics	General Mathematics	Select at least 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, Physical Education, Wellbeing, Philosophy, Ethics and Belief	Health and Human Development	
	Physical Education	
Humanities	Accounting	
	Business Management	
	Classical Studies	
	History Revolutions	
	Economics	
	Geography	
	Legal Studies	
Languages	Chinese First Language	
	Chinese Second Language	
	Chinese Second Language Advanced	
	French	
	Japanese	
	Latin	
Science	Biology	
	Chemistry	
	Physics	
	Psychology	



Year 12 2025 Subject Guide

Accounting Units 3 & 4

Each unit is completed over a semester.

Focus of course

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).

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

Assessment tasks may include:

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

Prerequisites for subject

A student must have done either of the following to study Accounting Units 3 & 4:

- completed Accounting Units 1 & 2
- achieved an 75% average in Mathematical Methods Units 1 & 2

Possible career applications

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



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Biology Units 3 & 4

Each unit is completed over a semester.

Focus of course

Students focus on the cell as a complex chemical system. The cell's ability to communicate with one 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.

SKILLS TO BE DEVELOPED

- Scientific writing
- Conducting investigations and collecting data
- Analysing data and 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
- Memory and summary skills

Assessment

Assessment tasks may include:

- School Assessed Coursework (SACs)
- Practical reports
- Designing and conducting an extended investigation
- Tests
- Primary and secondary data analysis
- Research projects
- Examination

Prerequisites for subject

- No prerequisites

Possible career applications

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



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Business Management Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites

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 12 2025 Subject Guide

Chemistry Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students explore the use of fuels and the links with thermochemistry including calculations of heats of combustion. They also explore the uses of many cells, collision theory and equilibrium concepts as they apply to industrial chemistry.

In Unit 4, students revisit organic molecules and expand their understanding of reactions these molecules can undergo and methods for analysing them. This includes volumetric analysis, chromatography and some spectroscopy techniques. The final part of the course focuses on the chemistry of food including the details of biomolecules - this is primarily an application of concepts learnt through previous work.

SKILLS TO BE DEVELOPED

- Using scientific language in written explanations
- Analysing experimental set-ups to make improvements in the quality of data obtained
- Designing and conducting experiments
- Linking written language with mathematical and diagrammatical representations
- Creating logical sequences of calculations or explanations

Assessment

Assessment tasks may include:

- Small practical reports
- A scientific poster
- Tests
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- Completion of Chemistry Units 1 & 2

Possible career applications

- Chemical Engineer
- Dietician
- Food Technologist
- Materials Engineer
- Medical Practitioner
- Medical Scientist
- Nurse
- Pharmacist/Pharmaceutical Scientist
- Physiotherapist
- Veterinarian



Year 12 2025 Subject Guide

Chinese First Language Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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

Assessment tasks may include:

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

Prerequisites for subject

- Completion of Chinese First Language Units 1 & 2

Possible career applications

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



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Chinese Second Language Units 3 & 4

Each unit is completed over a semester.

Focus of course

Chinese Second Language Units 3 & 4 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.

SKILLS TO BE DEVELOPED

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Compare cultures and languages and enhance intercultural awareness
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the work force

Assessment

Assessment tasks may include:

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

Prerequisites for subject

- Completion of Chinese Second Language Units 1 & 2

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 12 2025 Subject Guide

Chinese Second Language Advanced Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the work force

Assessment

Assessment tasks may include:

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

Prerequisites for subject

- Completion of Chinese Second Language Advanced Units 1 & 2

Possible career applications

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



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Classical Studies Units 3 & 4

Each unit is completed over a semester.

Focus of course

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 Ancient Greek or Latin, students examine classical works that continue to have an enduring influence on Western civilisation. Areas of studies include the following: epic poetry; theatrical tragedy; imperial architecture and sensational sculpture.

Across both Units, students analyse individual works and engage with ideas that are explored and the techniques that are used by particular writers and artists. Students will also conduct detailed analyses and comparisons of the ways in which classical writers and artists used to present these ideas and the relationship between the work and its sociohistorical context. Making critiques of the circumstances that have led to the significant events described in the classical works and considering ways in which different writers and artists address similar ideas or themes, students will construct their own arguments by drawing upon the ideas, techniques and the sociohistorical context of the set classical works. Such analysis reveals the changing nature of the classical world.

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

Assessment tasks may include:

- A written analysis of a section of a classical work
- Structured extended questions
- an essay comparing two classical works
- A research project
- School Assessed Coursework (SACs)
- Examination

Prerequisites

- No prerequisites

Possible career applications

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



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Creative Practice (Art) Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students are actively engaged in artmaking using specific materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks.

In Unit 4, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and artmaking to further refine and resolve artworks. Students organise the presentation of their finished artworks and make decisions about how they are displayed and exhibited.

Students will also visit exhibitions in galleries, museums and/or site specific spaces during their year of study.

SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Communicating ideas through visual media
- 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

Assessment tasks may include:

- Visual diary
- Finished artworks
- Developmental works
- Research essays
- Self-directed exploration
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- No prerequisites

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



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Drama Units 3 & 4

Each unit is completed over a semester.

Focus of course

Drama Units 3 & 4 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 ensemble and solo work. Students learn about and draw on 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.

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
- Develop and refine expressive and performance skills
- Develop skills as creative and critical thinkers

Assessment

Assessment tasks may include:

- Performance analyses
- Ensemble performances
- Solo performance examination
- Examinations

Prerequisites for subject

- No prerequisites

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



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Economics Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites but strongly recommend having completed Units 1 & 2 Economics

Possible career applications

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



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English Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students develop their ability to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students also develop their writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and develop their ability to explain their decisions made through writing processes.

In Unit 4, students further develop their ability to critically examine texts, analysing explicit and implicit ideas, concerns and values presented in therein, informed by vocabulary, text structures and language features and how they make meaning.

Students also analyse arguments and the use of persuasive language and strategies in written, visual, audio and/or audio-visual texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

SKILLS TO BE DEVELOPED

- Develop an understanding of the world of the text
- Analyse the ways authors construct meaning
- Understand how meaning is influenced by the contexts in which a text is created and read
- Analyse ideas, issues, and themes in texts
- Use the conventions of discussion
- Analyse the literary features used to construct voice and style
- 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

Assessment tasks may include:

- Creative responses to text
- Analytical responses to text
- Oral presentations
- Analysis of argument and persuasive language
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- No prerequisites



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English as an Additional Language (EAL) Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students develop their ability to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students also develop their writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and develop their ability to explain their decisions made through writing processes.

In Unit 4, students further develop their ability to critically examine texts, analysing explicit and implicit ideas, concerns and values presented in therein, informed by vocabulary, text structures and language features and how they make meaning.

Students also analyse arguments and the use of persuasive language and strategies in written, visual, audio and/or audio-visual texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

SKILLS TO BE DEVELOPED

- Exploring and analysing: the dynamics of a text including characters' motivations, the tensions in relationships, the function of settings; the ideas, concerns and conflicts in a text; the historical context, and the social and cultural values in a text
- Reading and exploring mentor texts to understand the mechanics of effective and cohesive writing
- Experimenting with vocabulary, text structures and language features for effective and cohesive writing
- Creating texts with a stated purpose (to express, to reflect, to explain or to argue)
- Using contention(s) and supporting arguments including: sequence and structure, supporting evidence, language, techniques and strategies.

Assessment

Assessment tasks may include:

- Creative response
- Analytical response
- Persuasive speech
- Listening test
- Short answer responses
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- No prerequisites



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French Units 3 & 4

Each unit is completed over a semester.

Focus of course

French Units 3 & 4 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 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.

In Units 3 & 4, students investigate the way French speakers interpret and express ideas and develop their abilities to negotiate and persuade in French. Students will research and present information on a cultural product or practice from France. They will develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

SKILLS TO BE DEVELOPED

- Students will learn to communicate in French for a range of purposes including interpersonal, interpretive and presentational contexts
- Students will focus on improving their ability to communicate using the five-macro skills: listening, speaking, reading, writing and viewing
- Students will understand and appreciate the cultural contexts in which French is spoken and they will enhance their intercultural awareness

Assessment

Assessment tasks may include:

- Vocabulary quizzes
- Interpersonal communication: oral presentation and general conversation
- Interpretive communication: listening and responding; reading and responding
- Presentational communication: written responses in French
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- Completion of French Units 1 & 2

Possible career applications

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



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General Mathematics Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites

Possible career applications

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



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Geography Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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 at a range of temporal and spatial scales
- An understanding and application of geographic concepts to develop an ability to think and communicate geographically
- An understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface
- The analysis of information and a capacity to make informed judgments and decisions about geographic challenges

Assessment

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites

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



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Health & Human Development Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites

Possible career applications

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



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History: Revolutions Units 3 & 4

Each unit is completed over a semester.

Focus of course

Two communist revolutions are studied independently:

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

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 that contributed to the outbreak of the revolution
- Evaluate continuity and change in society as a consequence of the revolution
- Evaluate the degree to which the revolutionary ideals were achieved or compromised
- Compare a range of revolutionary experiences and perspectives to understand the change brought to society
- Evaluate historical interpretations (historians' views) about a revolution
- Construct arguments using primary sources and historical interpretations as evidence.

Assessment

Assessment tasks may include:

- Quizzes
- A historical inquiry
- Extended responses
- Evaluation of historical sources
- Essays
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- No prerequisites

Possible career applications

- Archeologist
- Criminologist
- Historian
- International Relations
- Journalist
- Lawyer
- Librarian
- Political Scientist
- Publisher
- Research Analyst



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Japanese Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Japanese Units 3 & 4, students investigate the way Japanese speakers interpret and express ideas, and they develop their abilities to negotiate and persuade in Japanese. Students will research and present information on a cultural product or practice from Japan and develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour. Students will consolidate and extend their vocabulary, grammar knowledge and language skills to investigate topics through Japanese. There will be a strong focus on the acquisition and improvement of oral language skills, so as to prepare for students for the oral examination at the end of the year.

SKILLS TO BE DEVELOPED

- Students will learn to communicate in Japanese for a range of purposes including interpersonal, interpretive and presentational contexts
- Students will focus on improving their ability to communicate using the five-macro skills: listening, speaking, reading, writing and viewing
- Students will understand and appreciate the cultural contexts in which Japanese is spoken and they will enhance their intercultural awareness

Assessment

Assessment tasks may include:

- Vocabulary and grammar quizzes
- Interpersonal communication – oral tests
- Interpretive communication – reading and listening tests
- Presentational communication – writing tests
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- Completion of Japanese Units 1 & 2

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



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Latin Units 3 & 4

Each unit is completed over a semester.

Focus of course

The study of Latin Units 3 & 4 provides students with a key to the literature, history and culture of the ancient Roman world, with a particular focus on the downfall of the Roman Republic to the emergence of the Roman Empire. By exploring a variety of original Latin texts, including seminal works of history, epic poetry, philosophy and legal practice, students acquire a knowledge and appreciation of ancient Roman life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students' skills in English and other languages.

SKILLS TO BE DEVELOPED

- Identify the accidence of Latin words
- Make changes to words within a Latin sentence to change grammatical structures
- Make appropriate use of a dictionary
- Express Latin grammatical structures accurately in English
- Identify the author's purpose
- Identify features of the text that support the underlying theme
- Identify and explain specific literary, stylistic and structural techniques used by Latin writers
- Identify and explain how aspects of content, choice of language and structure of texts support the author's purpose
- Explain the cultural and historical context of texts studied
- Extract details from a given text which support the underlying themes; analyse the author's purpose

Assessment

Assessment tasks may include:

- Vocabulary tests
- Interpersonal communication, class discussion, text reading and translation
- Unseen text translation tests
- Written responses to seen texts
- Final examination contributing 50% to the study score
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- Completion of Latin Units 1 & 2

Possible career applications

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



Year 12 2025 Subject Guide

Legal Studies Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

SKILLS TO BE DEVELOPED

- Define and use legal terminology
- legal principles and information
- 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 the principles of justice
- Evaluate the means by which the Australian Constitution acts as a check on parliament in law-making
- Evaluate the ability of law reform bodies to influence a change in the law

Assessment

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites but strongly recommend having completed Units 1 & 2 Legal Studies

Possible career applications

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



Year 12 2025 Subject Guide

Literature Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students consider how the form of a text affects meaning, how writers construct their texts and how the cultural context in which the text was created affects its meaning. They compare texts that have been adapted from other text forms, such as a novel or play that has been made into a film, and how meaning is affected as texts are adapted and transformed. They explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set

In Unit 4, students develop creative responses to texts and present the reasons for, and intended impact of, their creative decisions in oral form. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

SKILLS TO BE DEVELOPED

- Identify and analyse the views and values in texts
- Analyse how literary criticism informs readings of texts
- Critically reflect on how language choices and literary features from the original text are used in the adaptation
- Analyse how key passages and features in a text contribute to an interpretation

Assessment

Assessment tasks may include:

- Creative writing
- Passage analysis
- Analysis of text adaptation
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- No prerequisites



Year 12 2025 Subject Guide

Mathematical Methods Units 3 & 4

Each unit is completed over a semester.

Focus of course

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 and Graphs', 'Calculus', 'Algebra' and 'Probability'.

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

Assessment tasks may include:

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

Prerequisites for subject

- Completion of Mathematical Methods Units 1 & 2

Possible career applications

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



Year 12 2025 Subject Guide

Media Units 3 & 4

Each unit is completed over a semester.

Focus of course

Continuing to build upon the skills and understanding of Unit 1 & 2 Media. 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.

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

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites

Possible career applications

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



Year 12 2025 Subject Guide

Music Performance Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Music Performance Units 3 & 4, students present solo performances of selected repertoire (culminating in a 25 minute externally assessed recital at the end of the year) and focus on improving their performance and musicianship skills. Students identify strengths and weaknesses in their performance and create 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 genre. 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.

SKILLS TO BE DEVELOPED

- Learning, practising, interpreting and rehearsing a program of solo and group 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 development musicianship

Assessment

Assessment tasks may include:

- End of Year 25 minute solo recital
- Ensemble participation
- Technical exercises presentation
- Theory and aural tests
- Analyses of unheard works
- Examinations

Prerequisites for subject

- No prerequisites

Possible career applications

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



Year 12 2025 Subject Guide

Product Design and Technology Units 3 & 4

Each unit is completed over a semester.

Focus of course

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

SKILLS TO BE DEVELOPED

- Conduct research using interviews or market research to create an end user/s' profile
- Conduct and present research relevant to the design brief
- Use a range of visualisations, drawing and communication methods
- Use end-user/s' feedback to select and justify the preferred design option
- Prepare a scheduled production plan
- Research, test and use experimentation techniques and/or trial processes
- Record progress of production activities and explain and justify modifications and improvements

Assessment

Assessment tasks may include:

- Folio completion
- Three x School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- Completion of Product Design Technology Units 1 & 2

Possible career applications

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



Year 12 2025 Subject Guide

Physical Education Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

SKILLS TO BE DEVELOPED

- Analyse a range of movements in physical activities, sports and exercise to improve performance
- Perform, observe and analyse a variety of used in physical activity, sport and exercise to explain the interplay of energy systems
- 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 GPS's to analyse performance
- Perform, measure and report on changes to the cardiovascular, muscular and respiratory systems during exercise and after completing a training program

Assessment

Assessment tasks may include:

- Quizzes
- Area of study tests
- Practical reports
- Designing and conducting a fitness training program
- School Assessed Coursework (SACs)
- Examination

Prerequisites for subject

- No prerequisites

Possible career applications

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



Year 12 2025 Subject Guide

Physics Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

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

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites

Possible career applications

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



Year 12 2025 Subject Guide

Psychology Units 3 & 4

Each unit is completed over a semester.

Focus of course

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.

SKILLS TO BE DEVELOPED

- Identifying key psychological terms
- Connecting psychological theory to behaviour
- Applying psychological theory to 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

Assessment tasks may include:

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

Prerequisites for subject

- No prerequisites

Possible career applications

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



Year 12 2025 Subject Guide

Specialist Mathematics Units 3 & 4

Each unit is completed over a semester.

Focus of course

The Specialist Mathematics Units 3 & 4 course involves the study of a variety of topics. This subject is a continuation of Specialist Mathematics Units 1 & 2. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously.

The six areas of study involved are:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

SKILLS TO BE DEVELOPED

- Vectors
- Circular functions and complex numbers
- Differentiation and rational functions
- Antidifferentiation and applications
- Differential equations
- Kinematics and vector functions
- Dynamics
- Probability and statistics

Assessment

Assessment tasks may include:

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

Prerequisites for subject

- Completion of Specialist Mathematics Units 1 & 2
- Completion of or concurrent study of Mathematical Methods Units 3 & 4

Possible career applications

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



Year 12 2025 Subject Guide

Visual Communication Design Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

In Unit 4, the focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief.

SKILLS TO BE DEVELOPED

- Key design features of existing visual communications associated with the communication, environmental and industrial design fields
- Techniques for analysing visual communications
- Connections between existing and created visual communications
- Design thinking techniques that underpin the application of the design process
- The role of the brief in the development and evaluation of visual communications
- Methods for visualising ideas and developing concepts

Assessment

Assessment tasks may include:

- School Assessed Coursework (SACs)
- School Assessed Task (SATs)
- Examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Animator
- Architect
- Fashion and Textile Designer
- Graphic Designer
- Industrial Designer
- Multi-media Developer
- Performance Designer (Set and Costume)
- Spatial Designer (interior/exterior/virtual)
- Special Effects
- User Experience (UX) Designer