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STRATHMORE
SECONDARY COLLEGE

2026

YEAR 11 & 12 VCE

Information Handbook

STRATHMORE
SECONDARY COLLEGE

In 2026 you will be studying the Victorian Certificate of Education (VCE). This booklet has been prepared to help you plan your two-year study program at Strathmore Secondary College.

The decision about which units to study is a very important one. You would be well advised to seek and take the advice of your Team Coordinator and Leader, the Careers Advisors, your teachers, parents or guardians.

It is also vital that you contact individual institutions for advice about pre-requisites and recommended studies for particular tertiary courses and career paths.

GLOSSARY

Term	Definition
Assessing School	School responsible for providing the assessment for one or more units for a student, where the school differs from the 'home' school.
Authentication	Authentication is the process of ensuring that the work submitted by students for assessment is their own. The student must follow the rules set by the VCAA to ensure that the teacher can authenticate the work.
ATAR	Australian Tertiary Admission Rank.
Derived Examination Scores (DES)	The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.
GAT	The General Achievement Test. The GAT is a test taken by all students doing a Unit 3 and 4 sequence. It is used by VCAA to check that a school's assessments and external examinations have been accurately assessed.
Home School	Student's major school. Responsible for ensuring that ALL their students have been allocated to an examination centre/room
Outcomes	Outcomes are what a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the Study Design.
SAC	School Assessed Coursework. School Assessed Coursework is made up of a number of assessment activities specified in the Study Design. These activities are used to assess the learning outcomes.
SAT	School Assessed Tasks. These are extended assessment tasks in studies such as Art, Visual Communication, Product Design & Technologies, Media and Studio Arts, where products and/or models are assessed.
Satisfactory Completion	For Satisfactory Completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design
Scaling	A study score provides an indication of a student's relative performance in a particular study. Scaling adjusts for differences in abilities of students undertaking different studies, so that the scaled study scores are comparable across different studies. It ensures that students are neither advantaged or disadvantaged on the basis of the studies they choose. All VCAA study scores are scaled by VTAC.
Special Entry Access Schemes (SEAS)	SEAS Applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes. Students are eligible to apply for this if they experience continuing personal circumstances affecting their performance in their Year 12 program. Eligible students are advised to discuss their situation with the Senior School Coordinator or Careers Counsellor
Special Provision	VCAA acknowledges that sometimes things get in the way of a student completing their VCE studies. This includes physical or mental disabilities, illness, personal problems or other impairments. In any of these cases, students and families are advised to immediately inform the student's Team Coordinator. There are official forms and procedures which must be adhered to.
Study Design	A Study Design is the curriculum and learning outcomes for a sequence of 4 units e.g. English Units 1 - 4.
Student number	Is the unique number assigned to each student enrolled in VCE, VCE VET and VCAL. Student numbers must be kept confidential.
Study Scores	Is a score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
Units	A self-contained study of a semester's length. VCE studies are made up of four units numbered 1, 2, 3 or 4
Units 1 and 2	Level of difficulty usually associated with Year 11. Units 1 and 2 may be done separately or as a sequence.
Units 3 and 4	Level of difficulty usually associated with Year 12. Units 3 and 4 must be done as a sequence (e.g. English Units 3 and 4).
VCAA	The Victorian Curriculum and Assessment Authority. VCAA is responsible for the development and administration of the VCE, as well as the curriculum for Primary and Years 7-10 students.
VCE	The Victorian Certificate of Education.
VCE VM	The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.
VET	Vocational Education and Training programs.
VTAC	The Victorian Tertiary Admissions Centre. VTAC manages the majority of tertiary offers and enrolments.

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SENIOR SECONDARY SCHOOL

VCE

The VCE (Victorian Certificate of Education) is the certificate that most students in Victoria receive on satisfactory completion of their secondary education. It is a qualification that is recognised around the world. The VCE provides pathways to further study or training at university or TAFE and to employment. It is through the VCE that a student can receive an ATAR or an overall ranking score and gain a University place.

The Victorian Certificate of Education is typically a two year program of study which includes Years 11 and 12. Each school year is divided into two semesters and students are required to study units of work at both levels. The VCE units have been designed by the Victorian Curriculum and Assessment Authority (VCAA).

At Strathmore Secondary College, Year 11 students are required to study twelve units (six per semester) and at Year 12 ten units (five per semester). Units 1 and 2 can be completed as single units, however, Units 3 and 4 must be studied as a sequence.

Inclusion of a Unit 1 and 2 Study in a Year 10 Course

Students who have achieved a consistently high level of achievement in ALL Year 9 subjects and have demonstrated excellent work habits may apply for recommendation to include a Unit 1 and 2 Study in their Year 10 course. These students should bear in mind that the vast majority of them will continue on to Year 12. It is important that students see their Year 11 course as part of a two-year plan.

Inclusion of a Unit 3 and 4 Study in a Year 11 Course

Students who have achieved a consistently high level of achievement in their Unit 1 and 2 Study in their Year 10 course and have demonstrated excellent work habits will be offered the opportunity to include a Unit 3 and 4 Study in their Year 11 course. Students must take into account that subjects at Units 3 and 4 must be taken as a sequence. It is important that students discuss this matter with their Student Coordinator, a member of the Careers Education and Pathways Team, teachers, parents or guardians. Students should only attempt one Unit 3 and 4 Study during Year 11.

VCE Assessment

Year 11 Units 1 and 2

For Units 1 and 2 the VCAA prescribes a set of learning outcomes. In order for a student to gain an “S” (satisfactory completion) for a unit they are required to complete all assessment tasks and to demonstrate an understanding of the outcomes for each unit. It does not report upon the standard of performance.

In Year 11 the College is responsible for assessing student performance. At the end of each unit, school-based examinations are held in all subjects. Grades from A+ to E are assigned to each assessment task. These grades provide an indication of the standard of work completed throughout the unit, including examinations. These grades will be referred to when students are selecting subjects in Units 3 and 4.

Year 12 Units 3 and 4

For Units 3 and 4 the VCAA prescribes a set of learning outcomes for each unit. A student is awarded an “S” (satisfactory completion) if he or she demonstrates achievement of all the outcomes for each unit. If these outcomes are not met an “N” (not satisfactory) will be given for the Unit.

Student performance in each subject is assessed by achievement in a number of assessment components. These assessment components include:

- Official VCAA examinations;
- School assessed coursework (SAC); and
- School assessed task (SAT). In subjects with a major practical focus, a school assessed task involving production of a folio is also included as an assessment component.

The following subjects involve the production of a folio: Art, Studio Art, Product Design & Technologies, Media, Visual Communication and all Year 12 Information Technology subjects (Algorithmics, Data Analytics and Software Development). It is recommended that students should do no more than 2 folio based subjects at Year 11 or 12 due to the heavy workload.

VCE Reporting

The VCAA issues certificates and statements of results.

Strathmore Secondary College issues a school report at the end of each semester for Units 1 and 2. For Unit 3, a progress report is issued during Term 1 and a school report is completed at the end of Semester 1.

Satisfactory Completion of the VCE

The VCAA issues a Statement of Results and the VCE Certificate to students who have satisfactorily completed:

- at least 16 units of study;
- three units from the English group, two of which must be a Unit 3 and 4 sequence; and
- at least three additional Unit 3 and 4 sequences.

The required units from the 'English group' may be selected from: English/EAL Units 1–4; English Language Units 1–4; and Literature Units 1–4.

VCE Policy – Strathmore Secondary College

At the beginning of the school year Strathmore Secondary College will mail home to all parents and guardians a document outlining policies related to the organisation of the VCE at Strathmore Secondary College. These policies include:

- Absences;
- Re-scheduling of SACs;
- Unsatisfactory completion of work;
- SAC calendar for Units 1 and 2; Units 3 and 4; and
- Extension of time form.

VCE VM

The VCE VM certificate is a vocational and applied learning (non-ATAR) program tailored for students who have demonstrated interest in an apprenticeship, traineeship, or TAFE course as their post school pathway, or possibly a non-scored university entry.

The VCE VM program is a two-year course where students are required to undertake a relevant VET certificate through a Registered Training Organisation (RTO) and engage in Structured Workplace Learning to enrich their learning experience in addition to their studies at school.

The VCE VM program is discussed in more detail on page 108.

VET

VET (Vocational Education Training) courses provide additional breadth to the VCE. They give students a nationally recognised training credential endorsed by industry. These programs are completed over 2 years (Years 10 and 11) and provide a qualification or partial completion of a Certificate II or III. VET programs can contribute to the VCE and most contribute towards a study score that counts towards a students Australian Tertiary Admission Rank (ATAR).

At Strathmore Secondary College, a maximum of one VET subject may be taken as part of a student's course and no VET subjects may be taken as part of a Year 12 course. VET subject offerings are restricted to only those offered by particular providers. Please see one of the College's Careers Advisors for details regarding VET.

WHAT TO CONSIDER WHEN CHOOSING YOUR COURSE

Study choice is a personal decision and requires students to think carefully about what they are good at, what they are interested in and what studies help keep their options open for tertiary entrance or employment. While all students will be assisted to select an appropriate course during Term 3, it is important that students prepare themselves for this by doing independent research so that they can make informed decisions. Research activities should include:

- Accessing the VTAC website and using the search functions to research tertiary courses;
- Using the Myfuture website (www.myfuture.edu.au) to work out a career interest area or a career pathway plan;
- Attend University or TAFE Open Days;
- Read all of the subject descriptors in this booklet carefully;
- Complete a Career Action Plan. This is a structured activity which helps students to focus on their goals and plans for the future and ensure they are making appropriate subject choices which will assist them to achieve these;
- Visit the Careers Room located in the school's library; and
- Talk to one of the College's Careers Advisors and student Coordinators.

Tertiary Entrance

Entry into most tertiary courses is based on one of or a combination of the ATAR, prerequisites and extra requirements.

What is the ATAR?

ATAR stands for Australian Tertiary Admission Rank. The Victorian Tertiary Admissions Centre or VTAC calculates a student's ATAR using the study scores for Unit 3 and 4 subjects. The ATAR is an overall percentile ranking reflecting a student's Year 12 performance. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions. The ATAR is reported as a rank between 0.00 and 99.95 with increments of 0.05. An ATAR of 75.00 means that a student with that ATAR has achieved VCE results above 75% of the population of the relevant age group.

A student's ATAR is developed from an aggregate produced by adding:

- The scaled study score in one of: English, English (EAL), Literature or English Language;
- The three next highest scaled study scores permissible (which together with the English study make the "primary four");
- 10% of any fifth and sixth permissible scores that are available (these are called increments);
- Up to six study scores may be used in calculating the aggregate, and all study scores are adjusted to reflect differences in the cohort of students taking the study compared to other studies and differences in the difficulties of the studies; and
- In each of the study areas of English, mathematics, history, information technology, languages other than English and music:
  - at most two results from each study area can contribute to the Primary Four
  - at most three results from each study area can contribute to the ATAR, the third being counted as a 10% increment for a fifth or sixth study only.

Note: Students who opt for non-graded assessment at Year 12 will receive the VCE certificate but not an ATAR for the purposes of tertiary selection. For more information regarding the ATAR and scaling please refer VCAA publications such as the ABC of Scaling.

What is meant by prerequisites?

Prerequisite studies are those VCE studies and study scores that a student must have successfully completed and achieved in order to qualify for a course.

What is meant by subject adjustments?

Subject adjustments provide additional bonuses to the ATAR – they can assist students to get into a specific course if their ATAR is a bit lower than the ATAR required.

What is meant by extra requirements?

Many courses have extra requirements such as: a folio, an interview, a performance audition, completion of a questionnaire or a test such as the UCAT. If a student wishes to be considered for a particular course, they must meet the extra requirements.

For more information regarding specific tertiary course requirements refer to the VTAC guide on the VTAC website.

Interests and Aptitude

When choosing subjects it is important for students to think realistically about their academic skills and abilities. Students should also consider what their interests are and what they enjoy doing. Doing the subjects you love is the best route to a course and career you'll also love!

At course selection time students are encouraged to talk with their parents, guardians and classroom teachers and review their academic reports. These are available on Compass.

Important Considerations about ATARs and Scaling

When choosing subjects for next year it is important that students do not choose to study particular subjects just because they think doing those studies will help them get a higher ATAR. An ATAR represents a student's performance across all of their studies and they are more likely to do well at subjects they enjoy.

It is also important that students do not choose to study a subject based on scaling. There is no point in a student selecting a study that they struggle with simply because it has traditionally been scaled up. Scaling is dependent on the performance of the students studying in a particular year. Therefore, it can change year to year.

PATHWAY OPTIONS

All education and career pathways should be personal. When planning a pathway, students should consider:

- What they enjoy;
- What is important to them;
- What they are good at; and
- The people they know who may be able to help them.

It is important for students to think about their past decisions and experiences, their existing skills, their ambitions for the future and any information or advice they have discovered about the career they have chosen.

There are many options for students to explore as they develop their career. A university degree, a TAFE course, or an apprenticeship/traineeship can help them get the qualifications they need to reach their career goals.

The more training and education they have, the better their chance of getting full-time, long-term and well-paid employment. Most school leavers go on to do more study at TAFE, university or a registered training organisation.

University and TAFE courses

University studies generally concentrate on theoretical and technical knowledge and critical understanding, so that students can analyse and solve problems in their area of study. Australia's universities are among the best in the world, and their degrees are recognised by most overseas employers.

TAFE or other registered training organisations are more focused on learning for work or learning at work. The skills learnt will improve a student's chances of finding work as well as their ability to adapt to changes in the workplace.

It is worth remembering that many TAFE courses can qualify you for entry into degree courses at universities, with credits for your TAFE studies.

Many TAFE courses require satisfactory completion of VCE. Some may require employment or previous work experience in a relevant area. Others may have education requirements such as a particular subject or subjects. Some courses may require candidates to present a folio of work, while others may require them to attend an interview or sit an aptitude test.

Apprenticeships and Traineeships

An apprenticeship or traineeship is a way to learn a vocation and to be paid while learning. It combines on-the-job training with formal TAFE studies. Many employers prefer their new apprentices to have satisfactorily completed their Year 12 and have their driver's license. TAFE colleges also offer courses to help prepare for an apprenticeship and to assist students in finding an employer.

There are more than 100 declared vocations (trades) to choose from, covering the automotive, building, electrical, food, furniture, metal, printing, agriculture and horticulture, personal and fashion industries.

Working

Students planning to leave school are encouraged to see one of the College's Careers Advisors for information and advice on looking for jobs, making applications and preparing for interviews.

If a student already has a job to go into straight from school, they should remember that further training or study will help their career. There are many flexible study arrangements available, including part-time, online and on-campus.

SELECTING A TWO YEAR VCE PROGRAM

What a student must do over two years:

- At least 12 units in Year 11;
- At least 10 units in Year 12;
- Four units of an English*; and
- At least six units consisting of three pairs of Units 3 and 4 of particular studies, in addition to an English 3 & 4.

**The English units may be selected from English/EAL 1-4, English Language 1-4 and Literature 1-4.*

Although students may freely choose from the units offered in this booklet, they should be guided by their ability, intended career and requirements for subsequent study. Indeed, the study program chosen should be cohesive - i.e. the units chosen should have a common focus and generally should follow a chosen vocational pathway. Read the 'hints, advice and tips' on each subject page and the 'Sample Course Pathways' section at the back of the handbook to consider subjects that complement each other.

Year 10 students should select their subjects with both years of VCE taken into consideration. Their subjects undertaken at Year 12 should align with those completed in Year 11 to maximise their potential success. Students are expected to complete both Units 1 and 2 of their chosen subjects. Students need to think carefully before selecting preliminary courses as changing their course at a later date is not recommended. It is very difficult to complete a Unit 3-4 subject without having completed Unit 1-2, due to the amount of course content they will have missed. Changes during VCE will only be considered under exceptional circumstances. Students must complete Unit 3 in a subject as a prerequisite for Unit 4.

Accelerated subjects

Some students may have already completed a Unit 1-2 of a subject during Year 10. It is expected that students will continue this into Unit 3-4 while they are in Year 11. This means they will have already completed a 'sixth' subject that will count towards their ATAR when they complete Year 12.

If students complete this option, they need to be mindful that they will only select five Unit 1-2 subjects in Year 11 to make up their twelve units. It is expected they will follow these five Unit 1-2 subjects into Unit 3-4 in Year 12.

YEAR 11	ENG 1						6 subjects 12 units
	ENG 2						
YEAR 12	ENG 3					Study Period	5 subjects 10 units
	ENG 4					Study Period	

Four Units of an English*

When choosing a VCE course it is important to be mindful of several key points.

English

One subject from the English group (English/English Language/Literature/EAL) must be included as it is necessary in order for a student to satisfactorily complete their VCE and gain entry into a tertiary level course. Students who are strong in English may choose to do a second English group subject.

Mathematics

The decision regarding whether or not to include a Mathematics subject in a student's VCE course may place restrictions on their ability to gain entry into particular tertiary courses. It is therefore important that students take the Mathematics which best suits their abilities and meets the requirements of any tertiary courses they wish to apply for. Students may choose not to include a Mathematics subject in their VCE course but they need to carefully check the implications of this.

Science

Many science and medical tertiary courses list science subjects amongst their prerequisites. Chemistry is probably the one science subject that keeps more doors open than any other, however, students need to conduct research into any specific courses they are interested in to check the prerequisite requirements.

Folio subjects

Folio subjects are VCE subjects which have major folio tasks as part of their assessment. In these subjects, students are expected to invest significant amounts of time, over an extended period to complete both practical and written components. Due to the nature of folio work and that many folio subjects have tasks due at the same time, any student considering undertaking more than two folio subjects should strongly consider their choices and are encouraged to seek more information from their teachers.

Students considering tertiary pathways into Art, Design and/or Media are often required to present a folio at the interview phase of the selection process. Undertaking a folio subject can assist students with these activities.

Folio subjects are:

- Art Creative Practice;
- Art Making and Exhibiting;
- Visual Communication Design;
- Product Design & Technologies (Timber or Textiles);
- Media;
- Data Analytics; and
- Software Development.

VCE UNITS OFFERED 2026

Year 11 Subjects and Codes	
Accounting	11AC
Applied Computing	11AP
Art Creative Practice	11CP
Art Making and Exhibiting	11AM
Biology	11BI
Business Management	11BM
Chemistry	11CH
Chinese (first language)	11LOOL11
Dance	11DA
Drama	11DR
Economics	11EC
English as an Additional Language	11EN8
English	11EN
English Language	11EL
Food Studies	11FY
Foundation Mathematics	11MFO
General Mathematics	11MAG
Geography	11GE
Greek	11GK
Health and Human Development	11HH
History – Modern History	11HI
Italian	11IT
Japanese (second language)	11JP
Legal Studies	11LS
Literature	11LI
Mathematical Methods	11MAM
Media	11ME
Music	11MC
Outdoor & Environmental Studies Unit 3&4	11OS
Philosophy	11PL
Physical Education	11PE
Physics	11PH
Politics	11PS
Product Design & Tech (Timber)	11DTW
Product Design & Tech (Textiles)	11DTT
Psychology	11PY
Specialist Mathematics	11MAS
Theatre Studies	11TS
Vietnamese (first language)	11VL
Visual Communication Design	11VC

Year 12 Subjects and Codes	
Accounting	12AC
Art Creative Practice	12CP
Art Making and Exhibiting	12AM
Biology	12BI
Business Management	12BM
Chemistry	12CH
Chinese (first language)	12CL
Dance	12DA
Data Analytics	12AN
Drama	12DR
Economics	12EC
English as an Additional Language	12EN9
English	12EN
English Language	12EL
Food Studies	12FY
Foundation Mathematics	12MFO
General Mathematics	12MAG
Geography	12GE
Greek	12GK
Health and Human Development	12HH
History Revolutions	12HI
Italian	12IT
Japanese (second language)	12JP
Legal Studies	12LS
Literature	12LI
Mathematical Methods	12MAM
Media	12ME
Music Contemporary Performance	12MCP
Music Repertoire Performance	12MRP
Philosophy	12PL
Physical Education	12PE
Physics	12PH
Politics	12PS
Product Design & Tech (Timber)	12DTW
Product Design & Tech (Textiles)	12DTT
Psychology	12PY
Software Development	12SD
Specialist Mathematics	12MAS
Theatre Studies	12TS
Vietnamese (first language)	12VL
Visual Communication Design	12VC

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
ARTS & PERFORMING ARTS	• Art 1: Reimagining Art • Art 2: Exploring Figurative Art • Dance • Drama • Media • Music - Baroque and Blues • Music - Classical and Contemporary • Photography • Sculpture and Ceramics • Theatre Studies • Visual Communication Design	• Art Creative Practice • Art Making and Exhibiting • Dance • Drama • Media • Music • Theatre Studies • Visual Communication Design	• Art Creative Practice • Art Making and Exhibiting • Dance • Drama • Media • Music Contemporary Performance • Music Repertoire Performance • Theatre Studies • Visual Communication Design
ENGLISH	• English (compulsory) • EAL • Film Studies • Linguistics • Literature	**Must do one of…** • English • EAL • English Language • Literature	**Must do one of…** • English • EAL • English Language • Literature
HEALTH & PHYSICAL EDUCATION	• Advanced Physical Education • Applied Sports program • General PE • Health Education (all students) • Outdoor & Environment Studies 1 & 2 • Youth & Community Health	• Health & Human Development • Outdoor & Environment Studies 3 & 4 • Physical Education	• Health & Human Development • Physical Education
HUMANITIES	• Accounting & Business Management • Economics & Global Markets • Geography • History • Philosophy • Political & Legal Studies	• Accounting • Business Management • Economics • Geography • Legal Studies • Modern History • Philosophy • Politics	• Accounting • Business Management • Economics • Geography • History - Revolutions • Legal Studies • Philosophy • Politics
LANGUAGES	• Greek • Italian • Japanese	• Chinese 1st Language • Greek • Italian • Japanese • Vietnamese 1st Language	• Chinese 1st Language • Greek • Italian • Japanese • Vietnamese 1st Language

YEAR 10 INTO VCE PATHWAYS *Continued...*

	Year 10	Year 11	Year 12
MATHEMATICS	**Must do one of...** • Foundation Mathematics • General Mathematics **Or** • Mathematical Methods	• Foundation Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics	• Foundation Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics
SCIENCE	• Astronomy • Biology • Chemistry • Environmental Science • Physics • Psychology • Science Innovations • STEAM Project	• Biology • Chemistry • Physics • Psychology	• Biology • Chemistry • Physics • Psychology
TECHNOLOGY	• Product Design & Technologies (Industrial Design) • Product Design & Technologies (Textiles) • Product Design & Technologies (Timber)	• Product Design & Technologies (Textiles) • Product Design & Technologies (Timber)	• Product Design & Technologies (Textiles) • Product Design & Technologies (Timber)
	• Food for Life • Food Technology	• Food Studies	• Food Studies
	• Digital Technology (Computing Skills & Applications)	• Applied Computing	One or both of... • Data Analytics • Softwore Development Note: Algorithmics (HESS) may be studied externally through CHES

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Arts & Performing Arts

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
ARTS & PERFORMING ARTS	• Art 1: Reimagining Art • Art 2: Exploring Figurative Art • Dance • Drama • Media • Music - Baroque and Blues • Music - Classical and Contemporary • Photography • Sculpture and Ceramics • Theatre Studies • Visual Communication Design	• Art Creative Practice • Art Making and Exhibiting • Dance • Drama • Media • Music • Theatre Studies • Visual Communication Design	• Art Creative Practice • Art Making and Exhibiting • Dance • Drama • Media • Music Contemporary Performance • Music Repertoire Performance • Theatre Studies • Visual Communication Design

ART CREATIVE PRACTICE

Advice & Pathways

Students choosing to study Art Creative Practice should consider the following.

This subject will suit you if you enjoy...

- Exploring your identity, culture, beliefs and experiences through art.
- Experimenting with ideas, materials and techniques in innovative and expressive ways.
- Learning how artists from different times and cultures communicate meaning in their work.
- Reflecting deeply on your own creative decisions and refining your practice over time.
- Developing a personal artmaking process guided by inquiry, imagination and critical thinking.

This subject can lead to a career pathway in the following areas...

- Contemporary Art and Studio Practice
- Art Education and Art Therapy
- Community Arts and Social Practice
- Illustration, Concept Art and Creative Direction
- Arts Writing, Criticism and Curation
- Photography, Painting, Drawing, Sculpture and Mixed Media
- Cultural Studies, Humanities and Creative Industries

Other subjects that complement this subject include...

- Visual Communication Design;
- Art Making and Exhibiting;
- English (any);
- History; and
- Product Design and Technologies.

Further considerations

- Students will undertake sustained inquiry-based artmaking, supported by critical and creative thinking.
- A major folio and written annotations are required to document and evaluate the artmaking process.
- This subject encourages experimentation and is ideal for students who are independent, curious, and conceptually driven.
- Students will explore ethical and cultural considerations in their own work and in the work of others.

ART CREATIVE PRACTICE *Continued...*

Unit Description

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

In this unit students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

UNIT 3: INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

UNIT 4: INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 4 school assessed coursework: 10% Unit 3 and 4 school assessed task: 60% Unit 3 and 4 examination: 30%

ART MAKING AND EXHIBITING

Advice & Pathways

Students choosing to study Art Making and Exhibiting should consider the following.

This subject will suit you if you enjoy...

- Creating original and meaningful artworks using a range of materials, techniques and processes.
- Exploring personal ideas, emotions and themes through visual expression.
- Learning about historical and contemporary artists, artworks and exhibitions.
- Investigating how artworks are presented in galleries, museums and alternative spaces.
- Reflecting on your own artmaking and developing a folio of resolved artworks.

This subject can lead to a career pathway in the following areas...

- Fine Art and Contemporary Art Practice
- Art Education and Arts Administration
- Curation and Exhibition Design
- Art Therapy and Community Arts
- Photography, Printmaking, Painting, Ceramics, Sculpture
- Arts Marketing, Gallery Management or Cultural Programming
- Creative Industries including Media, Illustration, Design and Visual Storytelling

Other subjects that complement this subject include...

- Art Creative Practice;
- Visual Communication Design;
- Product Design and Technologies;
- Food Technology; and
- English (Any)

Further considerations

- The subject involves sustained studio practice and the development of a folio of finished artworks.
- Strong time management is essential, especially during extended creative processes.
- Students will explore curatorial practices, ethical considerations, and methods of display and conservation.
- This subject is ideal for students who are self-motivated, open to experimentation, and interested in developing their own artistic voice.

ART MAKING AND EXHIBITING *Continued...*

Unit Description

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks.

UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They 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. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles.

UNIT 3: COLLECT, EXTEND AND CONNECT

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 5% Unit 4 school-assessed coursework: 5% Units 3 and 4 school-assessed task: 60% Units 3 and 4 End-of-year examination: 30%

DANCE

Advice & Pathways

Students choosing to study Dance should consider the following.

This subject will suit you if you enjoy...

- Practical movement and choreography
- Creative expression through dance and performance
- Watching and analysing different dance styles
- Group discussions and research
- Reflecting on ideas and performances
- Learning and using dance terminology
- Teamwork and collaboration

This subject can lead to a career pathway in the following areas...

- Performance and Musical Theatre
- Choreography and Direction
- Dance Education (in schools or studios)
- Acting and the Performing Arts
- Physical Education and Fitness
- Stage Management and Events Coordination
- Arts Industry Roles and creative project work

Most importantly, this subject gives you an opportunity to develop skills in communication, teamwork, organisation, problem-solving, creative thinking, and self-discipline — all essential in many future pathways.

Other subjects that complement this subject include...

- English;
- Drama;
- Physical Education;
- Year 7, 8, 9 and 10 Dance; and
- Year 8 Broadway Performance.

Further considerations

In Dance, there is an equal amount of practical and written work. Students will be expected to work on practical tasks in their own time, in addition to class time. If a student was unable to study Dance at Year 10, they are still able to undertake VCE Dance.

Unit Description

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

UNIT 1

In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and also begin the practices of documenting and analysing movement.

UNIT 2

In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work.

UNIT 3

In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer.

UNIT 4

In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Units 3 and 4 school-assessed coursework: 25% Units 3 and 4 end of year examination: 25% Unit 4 Performance examination: 50%

DRAMA

Advice & Pathways

Students choosing to study Drama should consider the following.

This subject will suit you if you enjoy...

- Practical performance work;
- Independent research and idea development;
- Dramatic vocabulary and terminology;
- Critical and creative thinking;
- Collaboration and communication; and
- Character work and storytelling through performance.

This subject can lead to a career pathway in the following areas...

- Actor / Performer;
- Drama or English Teacher;
- Journalist or Broadcaster;
- Stage Manager or Production Assistant;
- Scriptwriter or Playwright;
- Event Coordinator;
- Writer or Director; and
- Roles within the Arts and Creative Industries.

Most importantly, this subject gives you an opportunity to develop skills in, communication, teamwork, planning, problem solving, organisation, and self-management — all highly valued in many industries.

Other subjects that complement this subject include...

- English and English Literature;
- History;
- Creative Practice to Art;
- Art Making and Exhibiting;
- Media;
- Music;
- Year 7 & 8 Drama;
- Year 8 Broadway Performance;
- Year 9 Drama;
- Year 9 Theatre Studies; and
- Year 10 Drama.

Further considerations

In Drama, there is a lot of written work in addition to the performance assessments so students will need to have solid analytical and writing skills. Students will be required to see a minimum of three professional performances in order to complete SACs for Units 1, 2 and 3. These have an additional cost and may occur outside of class time. Unit 4 also requires students to participate in a workshop to develop your solo.

Every unit requires you to present your work at evening performances in front of an audience and therefore Drama students require excellent organisational skills and commitment.

If a student was unable to study Year 10 Drama or Theatre Studies, they are still able to undertake VCE Drama.

Unit Description

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work.

UNIT 1: INTRODUCING PERFORMANCE STYLES

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

UNIT 2: AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. They focus on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

UNIT 3: DEVISED ENSEMBLE PERFORMANCE

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance.

UNIT 4: DEVISED SOLO PERFORMANCE

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 and 4 school-assessed coursework: 40% Unit 3 and 4 end of year examination: 25% Unit 4 Performance examination: 35%

MEDIA

Advice & Pathways

Students choosing to study Media should consider the following.

This subject will suit you if you enjoy...

- Hands-on, practical components;
- Viewing and analysing media texts;
- Writing extended responses;
- Argumentative discussion;
- Editing and film-making; and
- Collaboration and group work.

This subject can lead to a career pathway in the following areas...

- Communications and Journalism;
- Advertising and Public Relations;
- Film-making and Editing;
- Cinematography and Camera Operation;
- Screenwriting and Copywriting;
- Photography and Animation;
- Game Design and the Gaming Industry;
- Social Media Strategy and Consultancy;
- Event Management; and
- Cinema and Media Studies.

Most importantly, this subject builds essential skills in communication, creativity, analysis, and collaboration — all highly valued across a wide range of industries.

Other subjects that complement this subject include...

- English (any);
- Drama;
- Computing;
- Art Making and Exhibiting;
- Visual Communication Design;
- Year 7, 9 and 10 Media;
- Year 8 Film Production and Analysis;
- Year 9 Social Media and Journalism; and
- Year 10 Film Studies.

Further considerations

In Media, there is an equal amount of practical and written work. Students will be expected to work on practical tasks in their own time, in additional to class time. Students will not be spending the whole year watching movies.
Studying more than 2 folio subjects in VCE is not recommended.

MEDIA *Continued...*

Unit Description

The media is everywhere in today's world — woven into our personal lives, communities, nations, and global culture. It entertains, educates, informs, and influences how we see ourselves and the world around us. From the shows we stream to the headlines we read, media shapes our perspectives, our conversations, and our understanding of society.

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

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

UNIT 2: NARRATIVES ACROSS MEDIA FORMS

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

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

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

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

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

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school assessed course work: 10% Unit 4 school assessed course work: 10% Unit 3 and 4 school assessed task: 40% Unit 3 and 4 End-of-year examination: 40%

MUSIC

Advice & Pathways

Students choosing to study Music should consider the following.

This subject will suit you if you enjoy...

- Practical performance;
- Musical composition;
- Score reading and listening analysis;
- Exploring ways of refining performances; and
- Developing skills in music theory and practical music tasks.

This subject can lead to a career pathway in the following areas...

- Bachelor of Music (Performance, Composition, Musicology);
- Live performance careers;
- Music therapy;
- Teaching and education; and
- Music production and sound engineering.

Most importantly this subject develops key skills like discipline, creativity, teamwork, communication, and critical thinking — all valuable across any career path.

Other subjects that complement this subject include...

All subjects.

Further considerations

In music, students must participate in a school ensemble to satisfy the ensemble requirement of the performance outcomes. Students entering Unit 1 and 2 Music must be auditioned if they did not complete classroom music in years 7 to 10.

Unit Description

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience.

UNITS 1 & 2

In Unit 1 students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. In Unit 2 students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source.

UNITS 3 & 4 - MUSIC CONTEMPORARY PERFORMANCE

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990.

Music Repertoire is designed for students whose musical interests are grounded in the re-creation and interpretation of notated musical works, and who wish to gain and share knowledge of musical style and performance practices. Students may present on any instrument for which there is an established repertoire of notated works.

UNITS 3 & 4 - MUSIC REPERTOIRE PERFORMANCE

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical musics outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 20% Unit 4 School-assessed Coursework: 10% Unit 4 Performance examination: 50% Unit 3 and 4 End-of-year aural and written examination: 20%

THEATRE STUDIES

Advice & Pathways

Students choosing to study Theatre Studies should consider the following.

This subject will suit you if you enjoy...

- Creating and developing diverse performance roles;
- Designing sets, costumes, and concepts;
- Analysing scripts and performances;
- Collaborating, communicating, and problem-solving; and
- Bringing stories to life through performance.

This subject can lead to a career pathway in the following areas...

- Education and teaching;
- Journalism and writing;
- Stage and production management;
- Scriptwriting and directing;
- Events coordination and arts management;
- Various roles within the arts and entertainment industries;
- Design in lighting, costume, set, sound, mask, puppetry, make up;
- History;
- Production; and
- Acting.

Most importantly this subject develops valuable skills like creativity, communication, teamwork, critical thinking, problem-solving, and adaptability that are essential in every industry.

Other subjects that complement this subject include...

Art Making and Exhibiting, Dance, Media, Music, Year 7 & 8 Drama, Year 8 & 9 Broadway Performance, Year 8 & 9 Performance Project, Year 9 Acting and Drama Skills, Year 9 Drama Behind the Scenes, Year 10 Contemporary Drama and Year 10 Theatre Studies.

Further considerations

Students will be required to see a minimum of three professional performances in order to complete SACs for Units 1, 2 and 3. These have an additional cost and may occur outside of class time. Every unit requires students to present their work at evening performances in front of an audience. Students must have excellent organisational skills to be successful in this subject.

If a student was unable to study Year 10 Drama or Theatre Studies, they are still able to undertake VCE Theatre Studies.

THEATRE STUDIES *Continued...*

Unit Description

In Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

UNIT 1: PRE-MODERN THEATRE STYLES AND CONVENTIONS

In this unit students focus on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions.

UNIT 2: MODERN THEATRE STYLES AND CONVENTIONS

In this unit students focus on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

UNIT 3: PRODUCING THEATRE

Students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied.

UNIT 4: PRESENTING AN INTERPRETATION

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 30% Unit 4 school-assessed coursework: 15% Units 3 and 4 End-of-year monologue examination: 25% Units 3 and 4 End-of-year written examination: 30 %

VISUAL COMMUNICATION DESIGN

Advice & Pathways

Students choosing to study Visual Communication Design should consider the following.

This subject will suit you if you enjoy...

- Thinking creatively and solving real-world problems through design.
- Exploring the power of visual language to communicate ideas, influence behaviours and shape experiences.
- Developing skills in drawing, digital media, prototyping and design software.
- Investigating how designers work across industries and time periods, including human-centred and sustainable design.
- Experimenting with methods, media and materials and design processes to bring your ideas to life.

This subject can lead to a career pathway in the following areas...

- Communication Design (Graphic Design, Branding, Illustration)
- Industrial and Product Design
- Architecture, Interior and Landscape Design
- Fashion, Textile and Jewellery Design
- UX and Interactive/Interface Design
- Set Design, Game Design, Animation and Visual Effects
- Advertising and Creative Direction
- Exhibition and Environmental Design
- Visual Merchandising

Other subjects that complement this subject include...

- Product Design & Technologies;
- Art Making and Exhibiting;
- Art Creative Practice;
- English (any);
- Media; and
- Mathematics.

Further considerations

- Time management and the ability to work independently on design projects are important.
- Drawing skills (both freehand and digital) will be developed, but an interest in visual communication and creative thinking is key.
- This subject is valuable preparation for folio-based tertiary entry and design-related university or TAFE courses.
- Students should be prepared to experiment, receive feedback and refine their work throughout the iterative design process.

VISUAL COMMUNICATION DESIGN *Continued...*

Unit Description

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

UNIT 1: FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

UNIT 4: DELIVERING DESIGN SOLUTIONS

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or lowfidelity prototypes.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 20% Units 3 and 4 school-assessed task: 50% Units 3 and 4 End-of-year examination: 30%

STRATHMORE
SECONDARY COLLEGE

English

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
ENGLISH	• English (compulsory) • EAL • Film Studies • Linguistics • Literature	**Must do one of...** • English • EAL • English Language • Literature	**Must do one of...** • English • EAL • English Language • Literature

ENGLISH

Advice & Pathways

Students studying English should consider the following

This subject will suit you if you enjoy...

- Reading texts independently;
- Learning about issues in society and Australia's role in them;
- Writing extended responses and analysing texts; and
- Discuss and debating ideas.

This subject can lead to a career pathway in the following areas...

Journalism, Teaching, Acting, Historian, Speech Pathology, Marketing, Media, Publishing, Librarian, Writer, Editor.

Other subjects that complement this subject include...

History, Politics, Philosophy, Literature and English Language.

Further considerations

This is a good 'all round' subject. The range of skills and texts covered is broad and compliment the skill you need in most career pathways.

Unit Description

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to explore ideas and different perspectives. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

UNITS 1 & 2

Area of study: Reading and Exploring Texts

Students engage in reading and viewing texts, making personal connections and recognising how vocabulary, text structures, language features and conventions of a text work together to create meaning. They produce both personal and analytical responses to texts.

Area of study: Crafting Texts

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students craft their own texts and engage in the writing process.

Area of study: Exploring Argument

Through the prism of a substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. Students analyse how an audience is positioned to agree with a particular point of view and respond with their own point of view through an oral presentation.

UNITS 3 & 4

Area of study: Reading and Responding to Texts

Students apply reading and viewing strategies to critically engage with texts, exploring the explicit and implicit ideas and values presented. They construct essays to analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

Area of study: Creating Texts

Students read and engage imaginatively and critically with mentor texts that model effective and cohesive writing within identified contexts. They expand their understanding of how vocabulary, text structures, language features, conventions, and ideas interweave to create compelling texts. Students create their own texts, engage in the writing process, and explain the decisions they make as part of this process.

Area of study: Analysing Argument

Students build on their understanding of argument and the use of persuasive language in texts designed to influence an audience. They present their own point of view and analyse how audiences are positioned to agree with the perspectives of other text creators.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision based on levels of achievement.	Unit 3 School-assessed Coursework: 25% Unit 4 School-assessed Coursework: 25% Unit 3 and 4 End-of-year examination: 50%

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Advice & Pathways

Students studying English as an Additional Language (EAL) should consider the following

This subject will suit you if you enjoy...

- Reading texts independently;
- Learning about issues in society and Australia's role in them;
- Writing extended responses and analysing texts; and
- Discuss and debating ideas.

This subject can lead to a career pathway in the following areas...

Journalism, Teaching, Acting, Historian, Speech Pathology, Marketing, Media, Publishing, Librarian, Writer, Editor

Other subjects that complement this subject include...

Legal Studies, History, Politics, and Philosophy.

Further considerations

To undertake this subject you must meet the requirements set out by VCCA. Any questions about eligibility should be directed to the senior school team.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Unit Description

This study is especially designed for those students who speak English as an additional language. Eligibility for this subject is determined by criteria determined by VCCA.

It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

UNIT 1 & 2

Area of study: Reading and exploring texts

Students engage in reading and viewing texts, recognising how vocabulary, text structures, language features and conventions of a text work together to create meaning. They present this knowledge through an analytical essay and in a personal response.

Area of study: Crafting texts

Students engage with and develop an understanding of effective and cohesive writing, furthering their understanding and use of imaginative, persuasive and informative text. Students craft their own texts and engage in the writing process.

Area of study: Exploring argument

Through the prism of a substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. Students analyse how an audience is positioned to agree with a particular point of view and respond with their own point of view through an oral presentation.

UNIT 3 & 4

Area of study: Reading and responding to texts

In this area of study students explore how meaning is created in texts. Students identify, discuss and analyse decisions authors have made. Students respond analytically and show their understanding through spoken texts.

Area of study: Analysing argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They learn to write analytical responses. Students are required to present a point of view, as well as analyse how an audience is positioned to agree with a point of view of other writers.

Area of study: Creating texts

Students engage with and develop an understanding of effective and cohesive writing, furthering their understanding and use of imaginative, persuasive and informative text. Students craft their own texts and engage in the writing process.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%

ENGLISH LANGUAGE

Advice & Pathways

Students choosing to study English Language should consider the following

This subject will suit you if you enjoy...

- Logical thinking;
- You have an interest in the world, in words, in language, education and politics;
- You prefer facts and evidence over subjective interpretation; and
- You have an interest in understanding how language shapes the way we think, the way we see the world, and the way we manipulate people. English Language is a systematic, scientific study of language.

This subject can lead to a career pathway in the following areas...

Linguistics, Speech Pathology, Audiology, Science, Psychology, Marketing, Communications, Journalism, Advertising, Computer Science, Philosophy, Anthropology, Engineering.

Other subjects that complement this subject include...

Science, Mathematics, Music, Philosophy, History, Computing, Algorithmics (HESS), English and Languages.

Further considerations

You will be exposed to many dozens of different text types from multiple modes and sources. You will read an incredible amount and construct research and linguistic responses to the texts that you read. It involves writing analytical essays.

ENGLISH LANGUAGE *Continued...*

Unit Description

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

UNIT 1: LANGUAGE AND COMMUNICATION

Language is an essential aspect of human behaviour. Students consider the way language is organised and explore the nature of language through situational and cultural contexts. Students investigate the ability of children to acquire language and the stages of first and additional language acquisition across a range of subsystems.

UNIT 2: LANGUAGE CHANGE

Languages are dynamic and change is an inevitable and continued process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They consider the linguistic and cultural repercussions of the spread of English in relation to diversification, geographic and ethnic varieties and the decline of indigenous languages.

UNIT 3: LANGUAGE VARIATION AND PURPOSE

Students investigate English in Australian contemporary society. They focus on the features of formal and informal language and how texts are influenced by the situational and cultural contexts in which they occur. Students also examine how language choices can indicate relationships, power and authority and purpose.

UNIT 4: LANGUAGE VARIATION AND IDENTITY

Students focus on the role of language in establishing and challenging different identities. They explore how language can distinguish between 'us' and 'them', thus reinforcing the degree of social distance or solidarity that exists between people.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school assessed coursework: 25% Units 3 and 4 End-of-year examinations: 50%

LITERATURE

Advice & Pathways

Students choosing to study English Literature should consider the following

This subject will suit you if you enjoy...

Reading, writing, analysing how writers create meaning, discussing, independent learning, research, engaging with novels, poetry, plays, short stories, film, presenting analysis.

This subject can lead to a career pathway in the following areas...

Journalism, Teaching, Acting, Historian, Speech Pathology, Marketing, Media, Publishing, Librarian, Writer, Editor, Law.

Other subjects that complement this subject include...

History, English, and Philosophy.

Further considerations

You need to be an open-minded reader who likes a challenge. You will be required to read adult texts. You need to enjoy reading and writing.

Unit Description

Literature involves the study and enjoyment of a wide range of literary texts - predominantly classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social, political and economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

UNIT 1

Area of study: Reading Practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning.

Area of study: Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.

UNIT 2

Area of study: Voices of Country

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples.

Area of study 2: The text in its context

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

UNIT 3

Area of study: Adaptations and transformations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

Area of study: Developing interpretations

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. They first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

UNIT 4

Area of study: Creative responses to texts

In this area of study students focus on the imaginative and literary techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.

Area of study: Close analysis of text

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%


GS

STRATHMORE
SECONDARY COLLEGE

Health & Physical Education

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
HEALTH & PHYSICAL EDUCATION	• Advanced Physical Education • Applied Sports program • General PE • Health Education (all students) • Outdoor & Environment Studies 1 & 2 • Youth & Community Health	• Health & Human Development • Outdoor & Environment Studies 3 & 4 • Physical Education	• Health & Human Development • Physical Education

HEALTH & HUMAN DEVELOPMENT

Advice & Pathways

Students choosing to study Health & Human Development should consider the following.

This subject will suit you if you enjoy...

- Lots of hands on discussion;
- Analysis of data and linking of key material; and
- Memorising specific definitions and understandings that are applied consistently throughout the course.

This subject can lead to a career pathway in the following areas...

The career prospects from the subject are broad. In terms of university courses it leads to courses such as (but not limited to); Health Science, Health Promotion, Nursing, International Studies and Aid, Nutrition, Community Health Research and Policy Development, Humanitarian Aid Work, Allied Health Practices, Education and other types of health professions.

In terms of career pathways examples (not limited to this list) include; Nutritionist, Health Promotion Project Officer, Aid Worker, Nurse, Community Health Officer, Youth Worker.

Other subjects that complement this subject include...

- Physical Education;
- Food and Technology;
- Psychology; and
- Biology.

HEALTH & HUMAN DEVELOPMENT *Continued...*

Unit Description

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of the all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%

OUTDOOR & ENVIRONMENTAL STUDIES

Advice & Pathways

Students choosing to study Outdoor and Environmental Studies should consider the following.

This subject will suit you if you enjoy...

- Drawing information from your own experiences and interactions with particular outdoor environments such as rivers, mountains, bushland, urban parks, mining/logging sites, farms and state or national parks;
- Reflecting on these environments and discussing sustainable practices and the importance of environmental health; and
- Remembering, understanding, applying, reflection and researching.

This subject can lead to a career pathway in the following areas...

The career prospects from the subject are broad. In terms of university courses it leads to courses such as Environmental Science, Outdoor Education, Sport and Outdoor Recreation.

In terms of career pathways examples are not limited to this list but could include; Environmental Conservationist, National Park Ranger, Outdoor Recreation Officer, Outdoor Education Teacher, Environmental Scientist and Aboriginal Education Officer.

Other subjects that complement this subject include...

- Physical Education;
- Health and Human Development;
- Geography; and
- Biology.

Further considerations

Outdoor and Environmental Studies is a Unit 3 and 4 subject that is offered in Year 11 only. It is an expectation and an assessment requirement that you attend all of the camps and practical experiences. In addition there is a significant theoretical component to complement the practical experiences, which focuses not only on outdoor recreation but also heavily on the environment and human interaction with the environment.

OUTDOOR & ENVIRONMENTAL STUDIES *Continued...*

Unit Description

This study is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study student participate in both passive and active outdoor activities.

Prerequisite

Unit 1 and 2 is available to Year 10 students only
Unit 3 and 4 is available to Year 11 students only.

UNIT 1: EXPLORING OUTDOOR EXPERIENCES

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments.

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students engage in one or more related experiences in outdoor environments.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 25% Unit 4 School-assessed Coursework: 25% Unit 3 and 4 End-of-year examination: 50%

PHYSICAL EDUCATION

Advice & Pathways

Students choosing to study Physical Education should consider the following.

This subject will suit you if you enjoy...

- Developing an understanding of theoretical knowledge and then applying this knowledge in a practical setting.

This subject can lead to a career pathway in the following areas...

University courses it leads to: Exercise Science, Human Movement, Physiotherapy and other related courses, Health Sciences, Sports Management, Community Health courses and Physical Education Teaching.
Career pathways examples: Sport Scientist, Strength and Conditioning Coach, PE Teacher, Health Promotion Officer, Community Health Project Officer, Sports Coach, Fitness Instructor, Personal Trainer, Physiotherapist, Sports Administration, Massage Therapist.

Other subjects that complement this subject include...

- Physical Education;
- Health and Human Development;
- Biology;
- Outdoor and Environmental studies; and
- Psychology.

Further considerations

Students will be expected to participate regularly in physical activities throughout the units.

PHYSICAL EDUCATION *Continued...*

Unit Description

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. It integrates theoretical knowledge with practical application through participation in physical activities.

UNIT 1: THE HUMAN BODY IN MOTION

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They consider the implications of the use of legal and illegal practices to improve the performance.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

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

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students apply various methods to assess physical activity and sedentary levels. Students will then explore the acute responses of the body to exercise, how energy is created in the muscle and the physiological causes of fatigue.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program. They also evaluate other performance enhancing practices such as nutrition and recovery techniques.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%

STRATHMORE
SECONDARY COLLEGE

Humanities

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
HUMANITIES	• Accounting & Business Management • Economics & Global Markets • Geography • History • Philosophy • Political & Legal Studies	• Accounting • Business Management • Economics • Geography • Legal Studies • Modern History • Philosophy • Politics	• Accounting • Business Management • Economics • Geography • History - Revolutions • Legal Studies • Philosophy • Politics

ACCOUNTING

Advice & Pathways

Students choosing to study Accounting should consider the following.

This subject will suit you if you enjoy...

- Sorting and organising things into their rightful place;
- Interpreting and analysing data; and
- Analysing and suggesting strategies to improve business performance.

This subject can lead to a career pathway in the following areas...

The study of Accounting will provide a strong foundation for business and commerce related courses. This subject can lead to a career such as a Corporate Accountant, Tax Accountant, Forensic Accountant, Auditor and Finance Manager or Director.

Other subjects that complement this subject include...

- Business Management;
- Economics; and
- General Mathematics.

Further considerations

Studying Accounting can help you establish analytical thinking skills and problem solving skills which will assist you in any industry and workplace.

Unit Description

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business. All units focus on accounting and finance for sole-proprietor small business. Students will be introduced to the use of information technology in accounting procedures in all units.

UNIT 1: ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students record financial data and prepare reports for service businesses owned by sole proprietors.

UNIT 2: ACCOUNTING AND DECISION MAKING FOR A TRADING BUSINESS

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

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report financial information.

UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%

BUSINESS MANAGEMENT

Advice & Pathways

Students choosing to study Business Management should consider the following.

This subject will suit you if you enjoy...

Creative and critical thinking, solving problems, becoming an informed citizen, understanding consumer and business behaviour and analysing case studies.

This subject can lead to a career pathway in the following areas...

Business Owner, Project Manager, HR Manager, Operations Manager, Executive Manager, Marketing, Public Relations and Event Management, NGOs.

Other subjects that complement this subject include...

- Accounting;
- IT Computing;
- Economics;
- Legal Studies; and
- Politics.

Further considerations

In Business Management, students will learn about planning, marketing, financing and managing businesses of all types and sizes. The course focuses on the following:

- Innovation and entrepreneurship and protecting business ideas
- Customer and economic trends as well as the impact of trends in society
- Running a business and corporate social responsibility
- Impact of changes in technology and global issues on businesses.

BUSINESS MANAGEMENT *Continued...*

Unit Description

VCE Business Management examines the ways businesses manage resources to achieve objectives.

UNIT 1: PLANNING A BUSINESS

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

UNIT 2: ESTABLISHING A BUSINESS

In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

UNIT 3: MANAGING A BUSINESS

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders.

UNIT 4: TRANSFORMING A BUSINESS

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 25% Unit 4 School-assessed Coursework: 25% Unit 3 and 4 End-of-year examination: 50%

ECONOMICS

Advice & Pathways

Students choosing to study Economics should consider the following.

This subject will suit you if you enjoy...

- Examine the role of consumers, businesses and governments in the economy;
- Explore and evaluate the nature and consequences of economic trade-offs
- Understand how the Australian economy operates
- Evaluate the effectiveness of government responses to economic situations; and
- Think critically and creatively about approaches to economic problems that might arise.

This subject can lead to a career pathway in the following areas...

Banking and Finance, Business Strategy, Government Regulation, Law, Management, Consulting, Policy Evaluation and Research, Project Management, Public Sector Management, Research and Development.

Other subjects that complement this subject include...

- Accounting;
- Business Management;
- Global Politics; and
- Legal Studies.

Further considerations

Economics touches on every facet of your daily life - it is all around us. It provides us with the opportunity to better understand the workings of the world around us. It is not just for students who are looking for a career in business. In this subject, you will develop skills and, knowledge which can be applied to many different careers, and throughout all stages of your life. More complex ideas allow you to learn how the government manages the economy, with the ultimate objective of improving living standards.

Unit Description

Economics is the study of how resources are allocated to meet the needs and wants of society.

UNIT 1: ECONOMIC DECISION-MAKING

Students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour.

UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

UNIT 3: AUSTRALIA'S LIVING STANDARDS

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

UNIT 4: MANAGING THE ECONOMY

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School assessed coursework: 25% Unit 4 School assessed coursework: 25% Unit 3 and 4 End-of-year examination: 50%

GEOGRAPHY

Advice & Pathways

Students choosing to study Geography should consider the following.

This subject will suit you if you enjoy...

Learning about the world around you, current events, being globally minded and open to different ways of learning, interpreting data (including maps), analysing data, critical thinking, and making connections, independent research and fieldwork (collecting data in the field) and understanding changes in the environment.

This subject can lead to a career pathway in the following areas...

Climate Change Management and Research, Disaster Management, Tourism and Eco-tourism, Natural Resource Management, Geomorphology, Surveying, Mapping (Google), Strategic Planning, Social Planning, Town Planning, Aid, International Relations, Diplomatic Services, Wildlife Management, Urban Planner, Conservation, Social Services and Welfare, Real Estate, Meteorology, Regional Planning, Remote Sensing, International Development, Oceanography, Local And Regional Development, Geology, Resource Management, NGOs, International Trade, Government.

Other subjects that complement this subject include...

- Global Politics;
- Health & Human Development;
- Outdoor Education;
- Biology;
- Chemistry;
- Physics;
- Psychology;
- Mathematics; and
- Economics.

Further considerations

Fieldwork is compulsory and a lot of fun (a minimum of one day per unit will be spent outside of the school). If you have a concern for the environment and have an interest in people this subject is for you.

Unit Description

VCE Geography explores, analyses, and seeks to understand the characteristics of the pieces that make up our world.

UNIT 1: HAZARDS AND DISASTERS

In this unit students undertake an overview of hazards before investigating two types of hazards and the response to them by people.

UNIT 2: TOURISM

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use.

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 25% Unit 4 School-assessed Coursework: 25% Unit 3 and 4 End-of-year examination: 50%

HISTORY

Advice & Pathways

Students choosing to study History should consider the following.

This subject will suit you if you enjoy...

Independent thinking, reading, independent research, and developing critical thinking skills and being able to look at sources and examine their strengths and weaknesses. History provides an understanding of past events, not just dates and facts. Such skills are invaluable in all aspects of our lives. Understanding where society and individuals come from also enables you to understand where we are today.

This subject can lead to a career pathway in the following areas...

History is a great pathway into many higher education courses, including Arts degrees, and other Social Sciences. Employers like it because it demonstrates good independent learning skills, research, and critical thinking skills. Employment opportunities include Historian, Film and television publishing, Law, Commerce, Politics, Education, Creative Arts, Military and Defence, Academia, Government, Technology, Community development.

Other subjects that complement this subject include...

- Politics;
- Legal Studies;
- Economics;
- Geography;
- Art; and
- Other investigative subjects.

Further considerations

The choices that you will be making for your future should include the past. By choosing history, you will not only be equipping yourself well for your final years of schooling, but for the rest of your life. History enables people to know about past events and actions; it also makes them critical and wary thinkers, more confident communicators and more active citizens.

Unit Description

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records.

The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

UNIT 1: MODERN HISTORY

In this unit, students explore how significant events, ideologies, patterns of social and cultural change, and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

UNIT 2: MODERN HISTORY

In this unit, students explore the causes of the Cold War and analyse its consequences on nations and people. Also, students will examine the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

UNIT 3 AND 4: REVOLUTIONS

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. The Russian and Chinese revolutions are studied.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%

LEGAL STUDIES

Advice & Pathways

Students choosing to study Legal Studies should consider the following.

This subject will suit you if you enjoy...

- Memorising facts and vocabulary;
- Argumentative discussion; and
- Being process driven.

This subject can lead to a career pathway in the following areas...

Solicitor, Barrister, Legal Assistant, Judge, and Police Officer.

Other subjects that complement this subject include...

Business Management, Politics, Philosophy, Economics, English and English Language.

Further considerations

Unit 1 focuses on Criminal Law and Unit 2 focuses on Civil Law

Unit Description

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

UNIT 1: THE PRESUMPTION OF INNOCENCE

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

UNIT 2: WRONGS AND RIGHTS

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

UNIT 3: RIGHTS AND JUSTICE

In this unit, students examine the methods and iristitutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrate's Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

UNIT 4: THE PEOPLE, THE LAW AND REFORM

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%

PHILOSOPHY

Advice & Pathways

Students choosing to study Philosophy should consider the following.

This subject will suit you if you enjoy...

- Lively classroom discussions;
- Close reading of texts;
- Thinking logically and creatively;
- Questioning conventional wisdom; and
- Developing your own unique point of view.

This subject can lead to a career pathway in the following areas...

The knowledge and skills taught in philosophy are exceptionally useful across a range of professions and in everyday life. Fundamentally, this subject is about learning to think well. Students will learn how to consider complex questions with no clear or easy answers, propose well-reasoned and justified points of view, and develop critical thinking and analytical skills that are valuable in various careers, including law, goverrunent, journalism, health, education, and research.

Other subjects that complement this subject include...

Most subjects benefit from the skills taught in philosophy. It pairs particularly well with:

- Literature/English;
- Politics;
- History;
- Psychology;
- Legal studies; and
- Maths & Physics.

Further considerations

Some of the key questions we will study in philosophy are:

- How should we distinguish between right and wrong?
- What is the nature of consciousness, and can we ever understand what a mind actually is?
- What is the nature of reality, and can we trust our senses to perceive it accurately?
- What is the relationship between individuals and society? How should we balance personal freedom with the common good?
- Is time travel possible?

PHILOSOPHY *Continued...*

Unit Description

Philosophy is the oldest academic discipline. It is broadly concerned with ethics, epistemology (philosophy of knowledge) and metaphysics. It is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, science and the humanities.

UNIT 1 AND 2

Unit I investigates questions such as: What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy' – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

In Unit 2 the focus shifts to understanding how humans frame judgements and understand values. What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

UNIT 3: THE GOOD LIFE

This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure and self-discipline, friendship and love play in the good life? – as well questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students consider the implications of adopting particular perspectives, viewpoints and arguments for questions of relevance to contemporary living, such as our relationship with those beyond our immediate communities, non-human animals and the broader natural world. Students engage with the set texts to develop perspectives on questions relating to the good life, including questions of relevance to contemporary living. Through critical reflection on ideas, perspectives, viewpoints and arguments, students develop and defend their own philosophical positions.

UNIT 4: ON BELIEVING

In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, in particular, those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs? This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across two areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examination: 50%

POLITICS

Advice & Pathways

Students choosing to study Politics should consider the following.

This subject will suit you if you enjoy...

- Learning about current events in the world, why they are happening and what the consequences might be;
- Making connections between situations and events;
- Discussions and debates; and
- Being globally minded.

This subject can lead to a career pathway in the following areas...

Global Studies, International Development, International Relations, Journalism, Media, Law, Diplomatic Services, Legal services, Finance, International Trade, NGOs, International Agencies, Aid, Public Affairs, Public Relations, Lobbyist, Social Researcher, HR. Politics (local/state/federal government).

Other subjects that complement this subject include...

- History;
- Geography;
- English;
- Philosophy;
- Economics; and
- Legal Studies.

Further considerations

If you are interested in current events or watch the news, then this is a subject for you. If you enjoyed Political and Legal Studies in Year 10 you will enjoy this subject.

Unit Description

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.

UNIT 1: POLITICS, POWER AND POLITICAL ACTORS

Students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students examine 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 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 solve conflicts, issues and crises

UNIT 2: DEMOCRACY: STABILITY AND CHANGE

Students investigate the key principles of democracy and assess the degree to which these principles are experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

UNIT 3: GLOBAL COOPERATION AND CONFLICT

Students investigate an issue and a crisis that pose challenges to the global community. Students investigate an issue of global scale, such as climate change, development or weapons of mass destruction, and examine the causes and consequences of a humanitarian crisis, such as human rights, armed conflict or the mass movement of people. Students consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors

UNIT 4: POWER IN THE INDO-PACIFIC

Students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students then examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and change.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework:25% Unit 4 school-assessed coursework:25% Units 3 and 4 End-of-year examination: 50%

STRATHMORE
SECONDARY COLLEGE

Languages

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
LANGUAGES	• Greek • Italian • Japanese	• Chinese 1st Language • Greek • Italian • Japanese • Vietnamese 1st Language	• Chinese 1st Language • Greek • Italian • Japanese • Vietnamese 1st Language

LANGUAGES

Advice & Pathways

Students choosing to study a Language should consider the following.

This subject will suit you if you enjoy...

- Memorizing vocabulary;
- Analysing and applying new grammar;
- Listening and reading comprehension;
- Writing and speaking (solo, pair, group); and
- Being a self-disciplined and organised learner who is interested in other cultures and wants to gain cross-cultural understandings and communication skills.

This subject can lead to a career pathway in the following areas...

Languages complements all areas of studies at tertiary levels including Humanities, Sciences, Medicine, Engineering, Business and Vocational studies. Languages are also particularly useful in careers related to Education, Law, Business, Tourism, Hospitality, Politics, Art and Media.
Language learning could open an opportunity to study and work abroad. LOTE skills will enhance one's study and work and make overseas experiences more enjoyable

Other subjects that complement this subject include...

- English (any);
- History;
- Science;
- Politics;
- Art;
- Food;
- Computing; and
- Commerce.

Further considerations

Students need to have satisfactory skills in the LOTE to continue the subject. Consultation with the language teacher is required for students who have background in the language and have not completed the subject in the previous year. As a result of government policy to encourage the study of languages, a further adjustment is made during the scaling process. Each VCE Language is adjusted up by adding five (or more) to the initial VTAC scaled study score average. All students of a VCE Language receive an adjustment, but it is not a uniform adjustment. For study scores at or close to 30, the adjustment is 5, but the adjustment decreases as the study score moves away from 30. Chinese First Language classes are timetabled outside of the school day, normally intensive session(s) run after school or on Saturdays. The study is available to both local and international students who meet the requirements for enrolment.

GREEK

Unit Description

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

Prerequisite

Greek is designed for students who will, typically, have studied Greek for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

UNIT 1

In this unit students develop an understanding of the language and culture/s of Greek-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Greek and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

UNIT 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Greek and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities.

UNIT 3 AND 4

The areas of study comprise a range of different topics relating to the Individual, Greek-Speaking Communities and the Changing World. In Unit 4 students undertake a detailed study based on selected prescribed texts. Students should be able to express ideas through the production of original written texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Greek-speaking communities.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examinations: 50%

ITALIAN

Unit Description

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

Prerequisite

Italian is designed for students who will, typically, have studied Italian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

UNIT 1

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

UNIT 2

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

UNIT 3 AND 4

The areas of study comprise a range of different topics relating to the Individual, Italian- Speaking Communities and the Changing World. In Unit 4 students undertake a detailed study based on selected prescribed texts. Students should be able to express ideas through the production of original written texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examinations: 50%

JAPANESE

Unit Description

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

Prerequisite
Japanese Second Language is designed for students who do not have a Japanese background, that is, students who have learnt all the Japanese they know in an Australian school or similar environment. These students will, typically, have studied Japanese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete application forms giving details of their background in Japanese if they wish to enrol in this study.

UNIT 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

UNIT 2

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

UNIT 3 AND 4

The areas of study comprise a range of different topics relating to the Individual, Japanese- Speaking Communities and the Changing World. In Unit 4 students undertake a detailed study based on selected prescribed texts. Students should be able to express ideas through the production of original written texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Japanese-speaking communities.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Units 3 and 4 End-of-year examinations: 50%

CHINESE FIRST LANGUAGE

Unit Description

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

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

Prerequisite

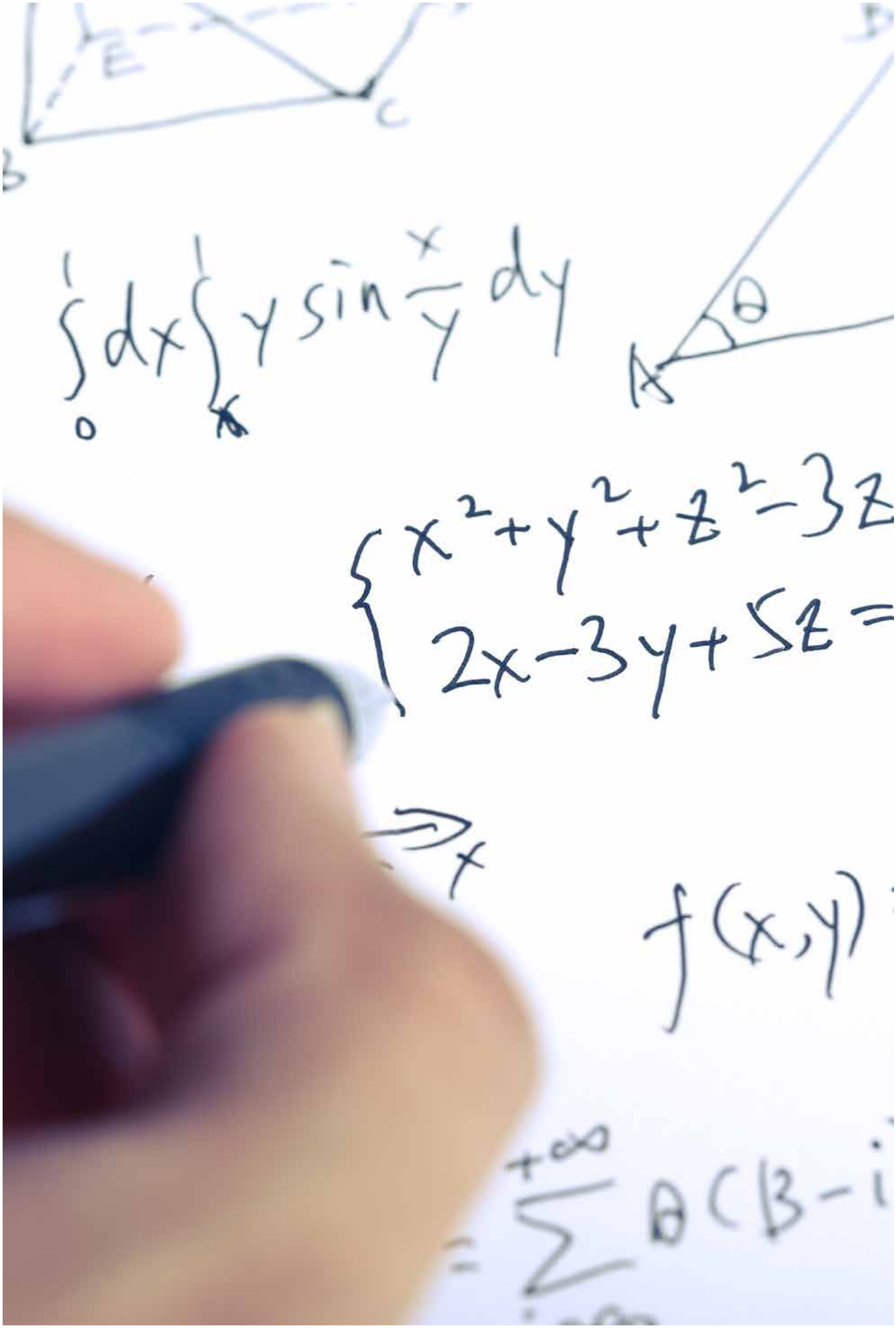
Students must have Chinese as their first language to enrol in this subject. It is recommended, but not mandatory that students have completed Chinese First Language Units 1 and 2.

UNITS 3 AND 4

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes. The student is required to undertake a detailed study during Units 3 and 4: Language and culture through Literature and the Arts. This detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in Chinese drawn from Literature and the Arts. It will include study of the author's/director's/composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. Students will express ideas through the production of original texts, analyse and use information from spoken texts, exchange information, opinions and experiences, analyse and use information from written texts and respond critically to spoken and written texts which reflect aspects of language and culture.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Nil	School-assessed coursework and two end-of-year examinations. Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% Examinations*: oral component 10% written component 40%


大昌
萬隆
萬隆


$\int_0^1 dx \int_x^1 y \sin \frac{x}{y} dy$
$\begin{cases} x^2+y^2+z^2-3z \\ 2x-3y+5z= \end{cases}$
$\Rightarrow x$
$f(x,y)$
$\sum_{+\infty} \theta(B-i$

STRATHMORE SECONDARY COLLEGE

Mathematics

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
MATHEMATICS	**Must do one of…** • Foundation Mathematics • General Mathematics **Or** • Mathematical Methods	• Foundation Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics	• Foundation Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics

FOUNDATION MATHEMATICS

Advice & Pathways

Students choosing to study Foundation Mathematics should consider the following

This subject will suit you if you enjoy...

Learning maths skills that you can use to solve problems in the real life and the workplace context.

This subject can lead to a career pathway in the following areas...

Trade pathways and industry positions.

Other subjects that complement this subject include...

Business Management and Accounting.

Further considerations

Check that this subject meets the requirements for any tertiary courses you are considering. Although this is often considered the 'easiest' of the Year 11 Maths subjects, this does not mean that it is an easy subject. Students MUST purchase the CAS calculator for this course since one of the outcomes is your proven ability to use the CAS technology.

FOUNDATION MATHEMATICS *Continued...*

Unit Description

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

UNIT 1 AND 2

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content is developed using contexts present in students' other studies, work and personal or other familiar situations.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

UNITS 3 AND 4

The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 40% Unit 4 School-assessed Coursework: 20% Units 3 and 4 Examination: 40%

GENERAL MATHEMATICS

Advice & Pathways

Students choosing to study General Mathematics should consider the following

This subject will suit you if you enjoy...

This subject will suit you if you enjoy logic puzzles, analysis data and financial modeling.

This subject can lead to a career pathway in the following areas...

Business, Accounting, Teaching, Administration, Project Management, Statistician.

Other subjects that complement this subject include...

Psychology, Biology, Economics Business and Legal Studies.

Further considerations

Check that this subject meets the requirements for any tertiary courses you are considering. Although this is often considered the 'easiest' of the Year 11 Maths subjects, this does not mean that it is an easy subject. Students MUST purchase the CAS calculator for this course since one of the outcomes is your proven ability to use the CAS technology.

GENERAL MATHEMATICS *Continued...*

Unit Description

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving. A CAS calculator is an essential tool in all VCE Mathematics units.

UNIT 1 AND 2

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

UNITS 3 AND 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 24% Unit 4 School-assessed Coursework: 16% Units 3 and 4 Examination 1: 30% Units 3 and 4 Examination 2: 30%

MATHEMATICAL METHODS

Advice & Pathways

Students choosing to study Mathematical Methods should consider the following

This subject will suit you if you enjoy...

- Data, vocabulary, problem solving; and
- Algebra, complex calculations and abstract concepts.

This subject can lead to a career pathway in the following areas...

Any sort of Engineering, Surveyor, Mathematician, Economist, Scientist, Architect, Pilot, Commerce, Statistician

Other subjects that complement this subject include...

Chemistry, Physics, Economics, Software Development and Algorithmics.

Further considerations

It is recommended by the VCAA that students consider studying two Mathematics subjects: "Although it is possible to prepare for Mathematical Methods Units 3 and 4 by studying only Mathematical Methods Units 1 and 2, a much firmer basis is obtained by also studying General Mathematics Units 1 and 2." (VCAA (2010) VCE Mathematics study design. Pg10 http://www.vcaa.vic.edu.au/vce/studies/ mathematics/mathsstd.pdf)

MATHEMATICAL METHODS *Continued...*

Unit Description

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving. A CAS calculator is an essential tool in all VCE Mathematics units.

UNIT 1 AND 2

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology.

Prerequisite

At least a C grade on the Year 10 Mathematical Methods Semester 2 exam.

UNITS 3 AND 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. These areas of study are covered in a progression from Unit 3 to Unit 4.

Prerequisite

Students must have achieved at least a C grade on the end of year Mathematical Methods Unit 2 exam.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed course work: 20% Unit 4 school-assessed course work: 20% Unit 3 and 4 examination 1: 20% Unit 3 and 4 examination 2: 40%

SPECIALIST MATHEMATICS

Advice & Pathways

Students choosing to study Specialist Mathematics should consider the following

This subject will suit you if you enjoy...

- Data, vocabulary and problem solving;
- Maths and consider it to be your strongest subject; and
- Maths and if you are considering studying Engineering Science at University.

This subject can lead to a career pathway in the following areas...

Statistician, any sort of Engineering, Surveyor, Mathematician, Economist, Scientist and Pilot.

Other subjects that complement this subject include...

- Physics;
- Economics; and
- Students studying Specialist Mathematics Units 3 and 4 should also consider studying Mathematical Methods 3 & 4.

Further considerations

Specialist Maths 1 & 2 contains assumed knowledge and skills for Specialist Maths 3 & 4. Students considering Specialist Maths for Year 12 are strongly advised to study this subject in Year 11.

Note: Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

SPECIALIST MATHEMATICS *Continued...*

Unit Description

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving. A CAS calculator is an essential tool in all VCE Mathematics units.

UNIT 1 AND 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.

Prerequisite

A minimum B grade in the end of Year 10 Mathematical Methods exam.

UNITS 3 AND 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.

Prerequisite

Must have at least a C grade in the end of year exams for both Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed course work: 20% Unit 4 school-assessed course work: 20% Unit 3 and 4 End-of-year examination 1: 20% Unit 3 and 4 End-of-year examination 2: 40%


VSSEC

STRATHMORE
SECONDARY COLLEGE

Science

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
SCIENCE	• Astronomy • Biology • Chemistry • Environmental Science • Physics • Psychology • Science Innovations • STEAM Project	• Biology • Chemistry • Physics • Psychology	• Biology • Chemistry • Physics • Psychology

BIOLOGY

Advice & Pathways

Students choosing to study Biology should consider the following

This subject will suit you if you enjoy...

- Conducting experimental investigations;
- Reading and summarise scientific texts;
- Memorise details and facts such as the names and functions of specific biological structures and produce;
- Presenting and analysing data;
- Using specific vocabulary related to key biological principles and concepts;
- Conducting independent and collaborative research; and
- Solving problems.

This subject can lead to a career pathway in the following areas...

Biology can lead to a range of careers and studies such as: the Health and Medical Sciences, Sports Science, Agriculture, Animal and Veterinary studies and Science Education; to name just a few.

Other subjects that complement this subject include...

Biology can be undertaken with a range of other studies in the Sciences, Humanities and Mathematics areas; and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with Chemistry and/or Psychology, as well as Mathematics. Many students choose to study Biology together with studies drawn from the humanities, HPE, Arts/Technology and LOTE areas.

Further considerations

Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

Students should always check with Careers specialists for prerequisite studies for tertiary courses.

Unit Description

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin.

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTION?

Students are introduced to, some of the challenges to an organism in sustaining life. They examine the cell as the structural and functional unit of life. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

Students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students also explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

Students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students also investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 20% Unit 4 School-assessed Coursework: 30% Unit 3 and 4 End-of-year examination: 50%

CHEMISTRY

Advice & Pathways

Students choosing to study Chemistry should consider the following

This subject will suit you if you enjoy...

- Conducting experimental investigations;
- Reading and summarise scientific texts;
- Memorise details and facts such as the names and formulae and produce;
- Presenting and analysing data;
- Using specific vocabulary related to key chemical principles and concepts;
- Conducting independent and collaborative research; and
- Solving problems; many of which will require proficiency in Mathematics.

This subject can lead to a career pathway in the following areas...

Chemistry leads to a range of careers and studies such as those in; the health and medical sciences, sports sciences, food sciences, agriculture, engineering, geological sciences, microbiology, oceanography and science education; to name just a few.

Other subjects that complement this subject include...

Chemistry can be undertaken with a range of other studies in the sciences, humanities and mathematics areas; and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with Physics or Biology, as well as Mathematics. Many students choose to study Chemistry together with a range of studies drawn from the humanities, HPE, Arts/Technology LOTE areas.

Further considerations

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Unit Description

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. VCE Chemistry enables students to explore key processes related to matter and its behaviour.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy. Students also focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.

UNIT 2: HOW DO THE CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

In this unit students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society. Students also focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

In this unit students investigate the chemical production of energy and materials. They and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 20% Unit 4 School-assessed Coursework: 30% Units 3 and 4 End-of-year examination: 50%

PHYSICS

Advice & Pathways

Students choosing to study Physics should consider the following

This subject will suit you if you enjoy...

- Conducting experimental investigations;
- Reading and summarising scientific texts;
- Memorising details and facts such as the names and formulae which describe physical phenomena and produce;
- Presenting and analysing data often requiring mathematical interpretation;
- Using specific vocabulary related to key physical principles and concepts;
- Conducting independent and collaborative research; and
- Solving problems; most of which will require proficiency in Mathematics.

This subject can lead to a career pathway in the following areas...

Physics leads to a range of careers and studies such as those in the Health and Medical Sciences, Telecommunications, Meteorology, Architecture, a wide variety of Engineering disciplines, Geophysical sciences, Microbiology, Oceanography and Science Education; to name just a few.

Other subjects that complement this subject include...

Physics can be undertaken with a range of other studies in the Sciences, Humanities and Mathematics areas; and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with Mathematics. Many students choose to study Physics together with a range of studies drawn from mathematics, humanities, HPE, Arts/ Technology and LOTE areas.

Further considerations

The study of Physics has led to developments that have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

Unit Description

Physics is the systematic study of the physical universe, ranging from the minute building blocks of matter to the broad expanses of the Universe. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

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

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 30% Unit 4 School-assessed Coursework: 20% Unit 3 and 4 End-of-year examination: 50%

PSYCHOLOGY

Advice & Pathways

Students choosing to study Psychology should consider the following

This subject will suit you if you enjoy...

- Conducting investigations;
- Reading and summarising scientific texts;
- Memorising details and facts such as the names and functions of specific neural structures and produce;
- Presenting and analysing data;
- Using specific vocabulary related to key psychological principles and concepts;
- Conducting independent and collaborative research; and
- Solving problems.

This subject can lead to a career pathway in the following areas...

Psychology can lead to a range of careers and studies such as those in the Health and Medical Sciences, Welfare, Social Work and Justice areas: to name just a few.

Other subjects that complement this subject include...

Psychology can be undertaken with a range of other studies in the sciences, humanities and mathematics areas; and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with a variety of other studies. Many students choose to study Psychology together with studies drawn from other Sciences, Mathematics, Humanities, HPE, Arts/Technology and LOTE areas.

Further considerations

Psychology concerns itself with the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio cultural perspectives inform the way Psychologists approach and conduct their research into the human condition. Students should always check with Careers specialists for prerequisite studies for tertiary courses.

Unit Description

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. They also explore the role of attention in two aspects of human perception - vision and taste - and consider how this is influenced by cultural norms and historical experiences.

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 School-assessed Coursework: 20% Unit 4 School-assessed Coursework: 30% Units 3 and 4 End-of-year examination: 50%

STRATHMORE SECONDARY COLLEGE

Technology

YEAR 10 INTO VCE PATHWAYS

	Year 10	Year 11	Year 12
TECHNOLOGY	• Product Design & Technologies (Industrial Design) • Product Design & Technologies (Textiles) • Product Design & Technologies (Timber)	• Product Design & Technologies (Textiles) • Product Design & Technologies (Timber)	• Product Design & Technologies (Textiles) • Product Design & Technologies (Timber)
	• Food for Life • Food Technology	• Food Studies	• Food Studies
	• Digital Technology (Computing Skills & Applications)	• Applied Computing	One or both of... • Data Analytics • Softwore Development Note: Algorithmics (HESS) may be studied externally through CHES

APPLIED COMPUTING – UNITS 1 and 2
DATA ANALYTICS – UNITS 3 and 4
SOFTWARE DEVELOPMENT – UNITS 3 and 4

Advice & Pathways

Students choosing to study Applied computing, Data Analytics and Software Development should consider the following.

This subject will suit you if you enjoy...

- Engaging with current and emerging technologies
- Analysing data, systems and processes
- Creative, critical and logical thinking
- Presenting ideas through digital design
- Designing and developing innovative solutions

This subject can lead to a career pathway in the following areas...

Computer Science, Data Analysis and Business Intelligence, UI/UX Design, Cybersecurity, Digital Forensics, IT Support and Systems Administration, Web and App Development.

Other subjects that complement this subject include...

- Mathematics – for logic, data analysis, and algorithms
- Media – for storytelling, digital content, and UI design
- Visual Communication Design – for layout, typography, and user interface skills
- Business Management or Economics – for understanding information systems and data use in organisations
- English – for documentation, evaluation, and user-focused communication

Further considerations

After completing Year 11 Applied Computing, students may continue with one or both of Unit 3 and 4 Data Analytics and Unit 3 and 4 Software Development. Students should base their selection on discussions with their classroom teacher and achievement of the prerequisites outlined on the following pages.

Completion of Year 11 Applied Computing is required for both subjects. At least Year 11 General Mathematics is also recommended.

Software Development is the more technical pathway, suited to students with strong computational thinking and programming skills.

Data Analytics draws on a broader range of skills and may suit a wider variety of learners.

Students who accelerated into VCE Applied Computing in Year 10 are strongly encouraged to complete Data Analytics first in Year 11, before attempting Software Development in Year 12.

Students with advanced mathematical and computational abilities may also consider applying for VCE Algorithmics through the Centre for Higher Education Studies (CHES).

APPLIED COMPUTING – UNITS 1 and 2
DATA ANALYTICS – UNITS 3 and 4
SOFTWARE DEVELOPMENT – UNITS 3 and 4 *Continued...*

Unit Description

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

Structure

The study is made up of 6 units.

- Applied Computing Units 1 and 2;
- Data analytics Units 3 and 4; and
- Software Development Units 3 and 4.

UNIT 1: APPLIED COMPUTING

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

UNIT 2: APPLIED COMPUTING

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

UNIT 3: DATA ANALYTICS

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

UNIT 4: DATA ANALYTICS

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

UNIT 3: SOFTWARE DEVELOPMENT

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

UNIT 4: SOFTWARE DEVELOPMENT

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 10% Unit 4 school assessed coursework: 10% SAT (electronic folio): 30% Units 3 and 4 End-of-year examinations: 50%

FOOD STUDIES

Advice & Pathways

Students choosing to study Food Technology should consider the following

This subject will suit you if you enjoy...

Practical food production, analysing diets and food products, debating world issues relating to food security, team and individual work and independent research.

This subject can lead to a career pathway in the following areas...

Nutritionist, dietician, consumer science, Food Technology educators, hospitality, food promotion, food product development, food stylist.

Other subjects that complement this subject include...

- Psychology;
- Biology;
- Health and Human Development;
- Business Management;
- Geography; and
- Chemistry.

Further considerations

Students should have a passion for food and a willingness to experiment with new ingredients. This course involves both theoretical and practical work.

FOOD STUDIES *Continued...*

Unit Description

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills.

UNIT 1: FOOD ORIGINS

Students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. They explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They look at Australian indigenous food prior to European settlement and how food patterns have changed.

UNIT 2: FOOD MAKERS

Students investigate food systems in contemporary Australia. They compare commercial food production industries with food produced in small-scale and domestic settings. They investigate the capacity of the industry to provide safe, high-quality food. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

UNIT 3: FOOD IN DAILY LIFE

In this unit students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They also focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

Students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. They focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also study issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement.	Units 3 school assessed coursework: 30% Unit 4 school assessed coursework: 30% Units 3 and 4 End-of-year examination: 40%

PRODUCT DESIGN AND TECHNOLOGIES (TEXTILES)

Advice & Pathways

Students choosing to study Product Design & Technologies (Timber and Textiles) should consider the following.

This subject will suit you if you enjoy...

- Designing and developing creative, functional, and innovative products
- Working with your hands using materials such as wood, fabric, or plastics
- Exploring how products are made and how they can be improved
- Solving real-world problems through research, prototyping, and testing
- Using digital tools like CAD software and laser cutting technology
- Thinking sustainably and considering ethical impacts in design
- Managing projects independently and seeing your ideas come to life

This subject can lead to a career pathway in the following areas...

This subject can lead to a wide range of career pathways, including industrial design, interior design, fashion and textile design, product development, architecture, furniture design and manufacturing, engineering, sustainable design, visual communication, and education. It also supports pathways into areas such as set and costume design, and project management within design industries.

Other subjects that complement this subject include...

Visual Communication Design, Physics, and Business Management. These subjects help deepen understanding of design principles, design thinking, materials, processes, and project management, enriching your overall learning and skillset.

Further considerations

This subject includes both theoretical and practical components. Strong organisation skills and a willingness to work both independently and collaboratively will support your success.

Your folio and final product will showcase your creativity and design thinking, as well as your ability to manage a project from start to finish, complete a major task, persist through challenges, and communicate ideas clearly across a range of formats—visually, technically, and reflectively.

PRODUCT DESIGN AND TECHNOLOGIES (TEXTILES) *Continued...*

Unit Description

Product Design and Technologies (Textiles) is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

UNIT 1: DESIGN PRACTICES

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies.

UNIT 2: POSITIVE IMPACTS FOR END USERS

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

UNIT 3: ETHICAL PRODUCT DESIGN AND DEVELOPMENT

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

UNIT 4: PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 10% Unit 4 school-assessed coursework: 10% Unit 4 school-assessed task: 50% Units 3 and 4 End-of-year examination: 30%

PRODUCT DESIGN AND TECHNOLOGIES (TIMBER)

Advice & Pathways

Students choosing to study Product Design & Technologies (Timber and Textiles) should consider the following.

This subject will suit you if you enjoy...

- Designing and developing creative, functional, and innovative products
- Working with your hands using materials such as wood, fabric, or plastics
- Exploring how products are made and how they can be improved
- Solving real-world problems through research, prototyping, and testing
- Using digital tools like CAD software and laser cutting technology
- Thinking sustainably and considering ethical impacts in design
- Managing projects independently and seeing your ideas come to life

This subject can lead to a career pathway in the following areas...

This subject can lead to a wide range of career pathways, including industrial design, interior design, fashion and textile design, product development, architecture, furniture design and manufacturing, engineering, sustainable design, visual communication, and education. It also supports pathways into areas such as set and costume design, and project management within design industries.

Other subjects that complement this subject include...

Visual Communication Design, Physics, and Business Management. These subjects help deepen understanding of design principles, design thinking, materials, processes, and project management, enriching your overall learning and skillset.

Further considerations

This subject includes both theoretical and practical components. Strong organisation skills and a willingness to work both independently and collaboratively will support your success.

Your folio and final product will showcase your creativity and design thinking, as well as your ability to manage a project from start to finish, complete a major task, persist through challenges, and communicate ideas clearly across a range of formats—visually, technically, and reflectively.

PRODUCT DESIGN AND TECHNOLOGIES (TIMBER) *Continued...*

Unit Description

Designers play an important part in our daily lives. In this study students transform drawings and plans into the creation of useful products. They take into account the sustainability of resources and develop skills in critically analysing existing products.

UNIT 1: DESIGN PRACTICES

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies.

UNIT 2: POSITIVE IMPACTS FOR END USERS

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

UNIT 3: ETHICAL PRODUCT DESIGN AND DEVELOPMENT

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

UNIT 4: PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

LEVELS OF ACHIEVEMENT	
UNIT 1 AND 2	**UNIT 3 AND 4**
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework: 10% Unit 4 school-assessed coursework: 10% Unit 4 school-assessed task: 50% Units 3 and 4 End-of-year examination: 30%

STRATHMORE
SECONDARY COLLEGE

VCE VM

YEAR 10 INTO VCE PATHWAYS

What is VCE VM?

The certificate is a vocational and applied learning (non-ATAR) program tailored for students who have demonstrated interest in an apprenticeship, traineeship, or TAFE course as their post-school pathway, or possibly a non-scored university entry.

VCE VM Structure

The VCE VM program is a two-year course where students are required to undertake a relevant VET certificate through a Registered Training Organisation (RTO) and engage in Structured Workplace Learning and/or a School Based Apprenticeship or Traineeship to enrich their learning experience in addition to their studies at school.

How to attain VCE VM completion

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy (including a Unit 3-4 sequence);
- 2 VCE VM Numeracy;
- 2 VCE VM Work Related Skills units;
- 2 VCE VM Personal Development Skills units; and
- 2 VET credits at Certificate II level or above (180 nominal hours).

Students must complete a minimum of three other Unit 3-4 sequences as part of their program.

What does this look like at Strathmore Secondary College?

The certificate is a vocational and applied learning (non-ATAR) program tailored for students who have demonstrated interest in an apprenticeship, traineeship, or TAFE course as their post-school pathway, or possibly a non-scored university entry.

	Year 11	Year 12
VCE VM	• Literacy (Units 1 & 2) • Numeracy (Units 1 & 2) • Personal Development Skills (Units 1 & 2) • Work Related Skills (Units 1 and 2) • VET Certificate II or III (Min. 180 hours) • Structured Workplace Learning	• Literacy (Units 3 & 4) • Numeracy (Units 3 & 4) • Personal Development Skills (Units 3 & 4) • Work Related Skills (Units 3 and 4) • VET Certificate II or III (min.180 hours) • Structured Workplace Learning or School-Based Apprenticeship or Training (SBAT)

Monday	Tuesday	Wednesday	Thursday	Friday
6 timetabled lessons at school	6 timetabled lessons at school	VET Course	Structured Workplace Learning	6 timetabled lessons at school

Advice & Pathways

This subject will suit you if you enjoy...

Move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Further considerations

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- Empowering them to make informed decisions about the next stages of their lives through reallife workplace experiences.

LITERACY

Unit Description

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

UNIT 1: LITERACY FOR PERSONAL USE AND UNDERSTANDING AND CREATING DIGITAL TEXTS

In this unit, students focus on the structures and features of a range of texts—print, visual, and film—and the personal reasons readers may have for engaging with them. Students read or watch a variety of texts for personal purposes, such as finding information. In their study of different texts, they examine how purpose, language, and structure influence a text's audience. Students also build on and consolidate their digital literacy skills. They develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media. As part of this exploration of the digital world, students participate in and engage with learning practices that equip them to interact safely and respectfully with others in digital and virtual environments.

UNIT 2: UNDERSTANDING ISSUES AND VOICES AND RESPONDING TO OPINIONS

In this unit, students engage with issues involving disagreement or debate, building on the knowledge gained in Unit 1. They examine the values and beliefs that shape different perspectives and consider how these factors contribute to bias and opinion, particularly in vocational or workplace contexts. Students read, view, and listen to a variety of texts and media that present diverse viewpoints on both local and global issues, including those that affect their communities or hold particular relevance for specific industries or professions. Throughout the unit, students reflect on their own viewpoints and develop well-reasoned, logical responses, participating in discussions with respect and thoughtfulness.

UNIT 3: ACCESSING, UNDERSTANDING, CREATING AND RESPONDING TO INFORMATIONAL, ORGANISATIONAL AND PROCEDURAL TEXTS

In this unit, students become familiar with and develop confidence in understanding and accessing informational, organisational, and procedural texts. These texts reflect real-life situations that students may encounter in vocational or workplace settings, as well as in contexts related to health and community participation.

UNIT 4: UNDERSTANDING AND ENGAGING WITH LITERACY FOR ADVOCACY AND SPEAKING TO ADVISE OR TO ADVOCATE

In this unit, students investigate, analyse, and create content to advocate for themselves, a product, or a community group of their choice within a vocational or recreational context. They research the differences between texts used in more formal or traditional forms of advocacy, influence, or promotion, and explore the evolving formats commonly used in the digital space for publicity and exposure.

NUMERACY

Unit Description

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications.

UNIT 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

UNIT 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

UNIT 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

UNIT 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

PERSONAL DEVELOPMENT SKILLS

Unit Description

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, well being, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

UNIT 1: HEALTHY INDIVIDUALS

This unit focuses on the development of personal identity and individual pathways to optimal health and well being. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and well being of individuals. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community.

UNIT 2: CONNECTING WITH COMMUNITY

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community. They will plan, implement and evaluate an active response to an individual's need for community support.

UNIT 3: LEADERSHIP AND TEAMWORK

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

UNIT 4: COMMUNITY PROJECT

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

WORK RELATED SKILLS

Unit Description

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

UNIT 1: CAREERS AND LEARNING FOR THE FUTURE

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

UNIT 2: WORKPLACE SKILLS AND CAPABILITIES

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

UNIT 3: INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace. Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

UNIT 4: PORTFOLIO PREPARATION AND PRESENTATION

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a highquality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

VOCATIONAL EDUCATIONAL TRAINING

Vocational Education Training (VET) is a core part of the VCE VM program whereby students undertake a VET Certificate II or III in their chosen field of study as part of their core program.

Students have the possibility to enrol in one of the following VET certificates at the Northern College of Arts and Technology (NCAT) or through one of several other Registered Training Organisations (RTOs).

Please note these certificates may be subject to change. Availability within these certificates will be confirmed upon application.

Certificates available through NCAT

- Certificate II in Applied Fashion Design & Technology
- Certificate III in Screen & Media (Interactive & Digital Media)
- Certificate III in Screen & Media (Video/Screen/Gaming)
- Certificate III in Music Industry (Performance)- audition required
- Certificate III in Music Industry (Sound Production) - audition required
- Certificate II in Visual Arts
- Certificate II in Automotive Vocational Preparation
- Certificate II in Building & Construction (Carpentry)
- Certificate II in Electrotechnology Studies (Pre-vocational)
- Certificate II in Engineering Studies
- Certificate III in Musical Instrument Making & Repair
- Certificate II in Plumbing

VET certificates available at other RTOs

- Certificate II in Beauty Services
- Certificate II in Allied Health
- Certificate III in Sport & Recreation
- Certificate II in Community Services
- Certificate III in Early Childhood Education and Care

STRUCTURED WORKPLACE LEARNING

Structured workplace learning (SWL) is an essential part of VCE-VM as it facilitates on-the-job training one day a week. Most VET certificates highly recommend SWL to support students to master a designated set of skills and competencies related to their program.

Course Pathway

This diagram offers an example of the VCE VM program at Strathmore.

		1	2	3	4	5	6
YEAR 11	**Semester 1**	Literacy Unit 1	Numeracy Unit 1	Work Related Skills Unit 1	Personal Development Skills Unit 1	VET	Structured Workplace Learning
	Semester 2	Literacy Unit 2	Numeracy Unit 2	Work Related Skills Unit 2	Personal Development Skills Unit 2	VET	Structured Workplace Learning
YEAR 12	**Semester 3**	Literacy Unit 3	Numeracy Unit 3	Work Related Skills Unit 3	Personal Development Skills Unit 3	School-based Apprenticeship (SBAT)	
	Semester 4	Literacy Unit 4	Numeracy Unit 4	Work Related Skills Unit 4	Personal Development Skills Unit 4		

SAMPLE COURSES

The following are sample courses, which students may choose to take if their interest lies in a particular area. Please note these are not pre set combinations of subjects but rather suggested combinations that may assist students in constructing their own VCE program.

When choosing a VCE course it is important to remember several key points. The first being that a subject from the English group (English/English Language/Literature/EAL) must be included as it is necessary in order for a students to satisfactorily complete their VCE and gain entry into a tertiary level course.

The decision regarding whether or not to include a Mathematics subject in a student's VCE course places restrictions on their ability to gain entry into particular tertiary courses. It is therefore important that students take the Mathematics which best suits their abilities and meets the requirements of any tertiary courses they wish to apply for. Students may choose not to include a Mathematics subject in their VCE course but they need to carefully check the implications of this. For example, a failure to do any Mathematics in Units 1 and 2 means that a student will be unable to gain entry into any teaching programs at University level.

Particular science subjects are also demanded for a range of science related specialisations. Chemistry is probably the one science subject that keeps more doors open than any other, however, students need to conduct research into any specific courses they are interested in to check the prerequisite requirements.

Students are strongly discouraged from taking more than 2 visual and performing arts subjects. We do it to assist students managing their workload and so that they have time to work on unstructured independent projects, which tertiary institutions like to see students present during the interview selection process, which many visual and performing arts courses require.

Sample Course Pathway – Teaching

The following diagram offers an example of suitable sample courses for students interested in becoming a Teacher.
Please note these are not preset combinations of subjects but rather ***suggested*** combinations that may assist students in constructing their own VCE program.

		1	2	3	4	5	6
YEAR 11	**Semester 1**	An English Unit 1	Health and Human Development Unit 1	Psychology Unit 1	Literature Unit 1	History Unit 1	General Mathematics Unit 1
	Semester 2	An English Unit 2	Health and Human Development Unit 2	Psychology Unit 2	Literature Unit 2	History Unit 2	General Mathematics Unit 2
YEAR 12	**Semester 3**	An English Unit 3	Health and Human Development Unit 3	Psychology Unit 3	Literature Unit 3	History Unit 3	Private Study
	Semester 4	An English Unit 4	Health and Human Development Unit 4	Psychology Unit 4	Literature Unit 4	History Unit 4	Private Study

This program may lead to further tertiary education and training at...

TAFE: Studying Certificates or Diplomas in Children's Services, Educational Support

University: Courses at various institutions in Teaching/Education.

SAMPLE COURSES *Continued...*

Sample Course Pathway - Health Science

The following diagram offers an example of suitable sample courses for students choosing to study Science subjects. Please note these are not preset combinations of subjects but rather ***suggested*** combinations that may assist students in constructing their own VCE program.

		1	2	3	4	5	6
YEAR 11	Semester 1	An English Unit 1	Mathematical Methods Unit 1	Specialist Mathematics Unit 1	Chemistry Unit 1	Biology Unit 1	Physics Unit 1
	Semester 2	An English Unit 2	Mathematical Methods Unit 2	Specialist Mathematics Unit 2	Chemistry Unit 2	Biology Unit 2	Physics Unit 2
YEAR 12	Semester 3	An English Unit 3	Mathematical Methods Unit 3	Specialist Mathematics Unit 3	Chemistry Unit 3	Biology Unit 3	Private Study
	Semester 4	An English Unit 4	Mathematical Methods Unit 4	Specialist Mathematics Unit 4	Chemistry Unit 4	Biology Unit 4	Private Study

This program may lead to further tertiary education and training at...

TAFE: Studying Certificates or Diplomas in Science, Laboratory Skills or Animals Technology

University: Courses at various institutions in Science and Applied Science, Biomedical Science, Physiotherapy, Nutrition, Food Science.

Sample Course Pathway - Engineering / Info Technology

The following diagram offers an example of suitable sample courses for students choosing to study Information Technology subjects, which may lead to a career in the Engineering or Technology fields. Please note these are not preset combinations of subjects but rather ***suggested*** combinations that may assist students in constructing their own VCE program.

		1	2	3	4	5	6
YEAR 11	Semester 1	An English Unit 1	Mathematical Methods Unit 1	General Mathematics Unit 1	Applied Computing Unit 1	Product Design & Technologies Unit 1	Physics Unit 1
	Semester 2	An English Unit 2	Mathematical Methods Unit 2	General Mathematics Unit 2	Applied Computing Unit 2	Product Design & Technologies Unit 2	Physics Unit 2
YEAR 12	Semester 3	An English Unit 3	Mathematical Methods Unit 3	General Mathematics Unit 3	Data Analytics Unit 3	Product Design & Technologies Unit 3	Private Study
	Semester 4	An English Unit 4	Mathematical Methods Unit 4	General Mathematics Unit 4	Data Analytics Unit 4	Product Design & Technologies Unit 4	Private Study

This program may lead to further tertiary education and training at...

TAFE: Studying Certificates or Diplomas in Information Technology, Networking, Web Design, Engineering (civil, mechanical, electrical).

University: Courses at various institutions in Engineering, Environmental Science, Computer Science.

SAMPLE COURSES *Continued...*

Sample Course Pathway - Art and Design

The following diagram offers an example of suitable sample courses for students choosing to study Art and Design subjects. Please note these are not preset combinations of subjects but rather ***suggested*** combinations that may assist students in constructing their own VCE program.

		1	2	3	4	5	6
YEAR 11	Semester 1	An English Unit 1	Art Creative Practice Unit 1	Media Unit 1	History Unit 1	Philosophy Unit 1	General Mathematics Unit 1
	Semester 2	An English Unit 2	Art Creative Practice Unit 2	Media Unit 2	History Unit 2	Philosophy Unit 2	General Mathematics Unit 1
YEAR 12	Semester 3	An English Unit 3	Art Creative Practice Unit 3	Media Unit 3	History Unit 3	Philosophy Unit 3	Private Study
	Semester 4	An English Unit 4	Art Creative Practice Unit 4	Media Unit 4	History Unit 4	Philosophy Unit 4	Private Study

This program may lead to further tertiary education and training at...

TAFE: Studying Certificates or Diplomas in 2D/3D Design, Visual Arts, Visual Merchandising.

University: Courses at various institutions in Visual Arts Education, Fine Arts, Advertising, Industrial Design, Communication Design, Architecture.

Sample Course Pathway - Performing Arts

The following diagram offers an example of suitable sample courses for students choosing to study Performing Arts subjects. Please note these are not preset combinations of subjects but rather ***suggested*** combinations that may assist students in constructing their own VCE program.

		1	2	3	4	5	6
YEAR 11	Semester 1	An English Unit 1	Drama Unit 1	Music Unit 1	General Mathematics Unit 1	Psychology Unit 1	Health and Human Development Unit 1
	Semester 2	An English Unit 2	Drama Unit 2	Music Unit 2	General Mathematics Unit 2	Psychology Unit 2	Health and Human Development Unit 2
YEAR 12	Semester 3	An English Unit 3	Drama Unit 3	Music Unit 3	General Mathematics Unit 3	Psychology Unit 3	Private Study
	Semester 4	An English Unit 4	Drama Unit 4	Music Unit 4	General Mathematics Unit 4	Psychology Unit 4	Private Study

This program may lead to further tertiary education and training at...

TAFE: Studying Certificates or Diplomas in 2D/3D Design, Visual Arts, Visual Merchandising.

University: Courses at various institutions in Visual Arts Education, Fine Arts, Advertising, Industrial Design, Communication Design, Architecture.

SAMPLE COURSES *Continued...*

Sample Course Pathway - Humanities

The diagrams on the following pages offer an example of suitable sample courses for students choosing to study Humanities subjects. Please note these are not preset combinations of subjects but rather ***suggested*** combinations that may assist students in constructing their own VCE program.

		1	2	3	4	5	6
YEAR 11	Semester 1	An English Unit 1	History Unit 1	Geography Unit 1	Legal Studies Unit 1	LOTE Italian Unit 1	General Mathematics Unit 1
	Semester 2	An English Unit 2	History Unit 2	Geography Unit 2	Legal Studies Unit 2	LOTE Italian Unit 1	General Mathematics Unit 2
YEAR 12	Semester 3	An English Unit 3	History Unit 3	Geography Unit 3	Legal Studies Unit 3	LOTE Italian Unit 1	Private Study
	Semester 4	An English Unit 4	History Unit 4	Geography Unit 4	Legal Studies Unit 4	LOTE Italian Unit 1	Private Study

This program may lead to further tertiary education and training at...

TAFE: Studying Certificates or Diplomas in Liberal Arts, Justice.

University: Courses at various institutions in Law, Arts, Social Science, Social/Youth Work, Politics, Policy Development, International Relations.

Sample Course Pathway - Commerce and Business

The following diagram offers an example of suitable sample courses for students choosing to study Humanities subjects, specialising in Commerce and Business subjects. Please note these are not preset combinations of subjects but rather ***suggested*** combinations that may assist students in constructing their own VCE program.

		1	2	3	4	5	6
YEAR 11	Semester 1	An English Unit 1	Mathematical Methods Unit 1	Legal Studies Unit 1	Business Management Unit 1	Accounting Unit 1	General Mathematics Unit 1
	Semester 2	An English Unit 2	Mathematical Methods Unit 2	Legal Studies Unit 2	Business Management Unit 2	Accounting Unit 2	General Mathematics Unit 2
YEAR 12	Semester 3	An English Unit 3	Mathematical Methods Unit 3	Legal Studies Unit 3	Business Management Unit 3	Accounting Unit 3	Private Study
	Semester 4	An English Unit 4	Mathematical Methods Unit 4	Legal Studies Unit 4	Business Management Unit 4	Accounting Unit 4	Private Study

This program may lead to further tertiary education and training at...

TAFE: Studying Certificates or Diplomas in Accounting, Business Administration.

University: Courses at various institutions in Commerce, Business, Marketing, Economics and Finance, International Trade, Management, Human Resource Management.

MY POTENTIAL YEAR 11 AND 12 COURSES

	COMPULSORY	STUDENT CHOICES				
YEAR 11	An English subject Unit 1 and 2:					
YEAR 12	An English subject Unit 3 and 4:					Study Periods

	COMPULSORY	STUDENT CHOICES				
YEAR 11	An English subject Unit 1 and 2:					
YEAR 12	An English subject Unit 3 and 4:					Study Periods

	COMPULSORY	STUDENT CHOICES				
YEAR 11	An English subject Unit 1 and 2:					
YEAR 12	An English subject Unit 3 and 4:					Study Periods

MY POTENTIAL YEAR 11 AND 12 COURSES

	COMPULSORY	STUDENT CHOICES				
YEAR 11	An English subject Unit 1 and 2:					
YEAR 12	An English subject Unit 3 and 4:					Study Periods

	COMPULSORY	STUDENT CHOICES				
YEAR 11	An English subject Unit 1 and 2:					
YEAR 12	An English subject Unit 3 and 4:					Study Periods

	COMPULSORY	STUDENT CHOICES				
YEAR 11	An English subject Unit 1 and 2:					
YEAR 12	An English subject Unit 3 and 4:					Study Periods

NOTES

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