In 2019 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.

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**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 recognized 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 has 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 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

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

Inclusion of a Unit 3 and 4 Study in a Year 11 Course Students who have achieved a consistently high level of achievement in Year 9 and have demonstrated excellent work habits may apply for recommendation to include a Unit 3 and 4 Study in their Year 10 course. The following subjects involve the production of a folio: Art, Studio Art, Product Design & Technology, Media, Visual Communication and all Year 12 Information Technology subjects (Algorithms, Informatics 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 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)**
- **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 & Technology, Media, Visual Communication and all Year 12 Information Technology subjects (Algorithms, Informatics 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;
- at least three additional Unit 3 and 4 sequences.

The required units from the ‘English group’ may be selected from: English/English Language 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
- Extension of time form

### VET

VET (Vocational Education Training) courses provide additional breadth to the VCE. They give students a nationally recognized 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.

### VCAL

The alternative Year 12 certificate is VCAL or the Victorian Certificate of Applied Learning. VCAL is a more hands-on learning option for Year 11 and 12 students. Through VCAL, students gain practical work-related experience, employability skills, literacy and numeracy skills, and personal skills that are important for life and work.

VCAL is a specialised program with different requirements to the VCE. While we do not offer it here at Strathmore Secondary College, there are a number of excellent VCAL providers which we have relationships with. Should VCAL be your student’s preferred way of learning, we will work with them to transition into a quality program.
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 VTAC publications such as the VTAC guide or ‘course search’ on the VTAC website (www.vtac.edu.au). Other VTAC publications such as the VICTER and CHOICE are also essential research tools. These publications are available for download from the VTAC website.
- Using the MyFuture website (www.myfuture.edu.au) to work out a career interest area or a career pathway plan.
- Read over the ‘Where to Now?’ booklet published by VCAA and available to download from the VCAA website.
- 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.
- 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.
- 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 the VICTER and 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 bonuses?
Subject bonuses 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 UMAT. 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 VICTER, VTAC guide of 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
- 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 chances 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.

TAFE colleges offer courses in a wide variety of interest areas. There are plenty of advanced courses students can do to get further qualifications when they have finished their basic TAFE course. Students can, for example, move from electrical engineering to medical electronics, from carpentry to licensed building, from accounting to tax agency, or from horticulture to landscape design.

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 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.

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
- 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

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<td>ENG 1</td>
<td>ENG 3</td>
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<td>ENG 2</td>
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<td>ENG 4</td>
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<td>Study Period</td>
</tr>
</tbody>
</table>

Four* Units of an English

Period

5 subjects

10 units

6 subjects

12 units

10 subjects

15 units

12 subjects

18 units
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**

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.

**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
- Studio Art
- Visual Communication & Design
- Product Design & Technology (Wood or Textiles)
- Media
- Algorithmics (HESS)
- Computing - Informatics
- Computing – Software Development

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**VCE UNITS OFFERED 2019**

### Year 11 Subjects and Codes

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<thead>
<tr>
<th>Subject</th>
<th>Code</th>
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<td>AC011</td>
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<tr>
<td>Art</td>
<td>AR011</td>
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<tr>
<td>Australian &amp; Global Politics</td>
<td>PS041</td>
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<tr>
<td>Biology</td>
<td>BI011</td>
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<td>Business Management</td>
<td>BM011</td>
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<tr>
<td>Chemistry</td>
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<td>Computing</td>
<td>IT011</td>
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<td>Economics</td>
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<tr>
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<td>General Mathematics</td>
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<td>Studio Arts</td>
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### YEAR 10 INTO VCE PATHWAYS

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<tr>
<td>• Media</td>
<td>• Music</td>
<td>• Music Performance</td>
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<tr>
<td>• Music</td>
<td>• Studio Arts</td>
<td>• Studio Arts</td>
</tr>
<tr>
<td>• Sculpture and Ceramics</td>
<td>• Visual Communication</td>
<td>• Visual Communication</td>
</tr>
<tr>
<td>• Studio Arts</td>
<td>• Visual Communication &amp; Design</td>
<td>• Visual Communication &amp; Design</td>
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<tr>
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<tr>
<td>• English (All students)</td>
<td>• Must do one of...</td>
<td>• Must do one of...</td>
</tr>
<tr>
<td>• EAL</td>
<td>• English</td>
<td>• English</td>
</tr>
<tr>
<td>• Film Studies</td>
<td>• English Language</td>
<td>• EAL</td>
</tr>
<tr>
<td>• Literature</td>
<td>• Literature</td>
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<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
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<td>• Activity for Life</td>
<td>• Health &amp; Human Development</td>
<td>• Health &amp; Human Development</td>
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<tr>
<td>• Ball Sports</td>
<td>• Outdoor &amp; Environment Studies (Unit 1 &amp; 2)</td>
<td>• Physical Education</td>
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<td>• Health &amp; Human Development</td>
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<tr>
<td>• Outdoor &amp; Environment Studies (Unit 1 &amp; 2)</td>
<td>• Outdoor &amp; Environment Studies (Unit 3 &amp; 4)</td>
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<tr>
<td>• Physical Education (Advanced)</td>
<td>• Physical Education</td>
<td>• Physical Education</td>
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<tr>
<td>• Youth &amp; Community Health</td>
<td><strong>HUMANITIES</strong></td>
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<td>• Australian &amp; Global Politics</td>
<td>• Business Management</td>
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<td>• Economics</td>
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<td>• History - Revolutions</td>
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<td>• Chinese 1st Language</td>
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<td>• Greek</td>
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</tr>
<tr>
<td>• Japanese</td>
<td>• Italian</td>
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</table>

### YEAR 10 INTO VCE PATHWAYS

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td><strong>MATHEMATICS</strong></td>
<td><strong>MATHEMATICS</strong></td>
</tr>
<tr>
<td>• All students do either...</td>
<td>• General Mathematics</td>
<td>• Further Mathematics</td>
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<tr>
<td>• General Mathematics</td>
<td>• Mathematical Methods (CAS)</td>
<td>• Mathematical Methods (CAS)</td>
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<tr>
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<td>• Specialist Mathematics</td>
<td>• Specialist Mathematics</td>
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<tr>
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<td>• Biology</td>
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<td>• Life Science</td>
<td>• Physics</td>
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<td>• Food For Life</td>
<td>• Food Studies</td>
<td>• Food Studies</td>
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<tr>
<td>• Food Tech (Advanced)</td>
<td>• Food Technology</td>
<td>• Product Design &amp; Technology (Fashion)</td>
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<td>• Food Technology</td>
<td>• Industrial Design</td>
<td>• Product Design &amp; Technology (Wood)</td>
</tr>
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<td>• Industrial Design</td>
<td>• Jewellery &amp; Craft</td>
<td>• Product Design &amp; Technology (Wood)</td>
</tr>
<tr>
<td>• Jewellery &amp; Craft</td>
<td>• Tech Design – Materials</td>
<td>• Software Development</td>
</tr>
<tr>
<td>• Tech Design – Materials</td>
<td>• Tech Design - Fashion</td>
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<tr>
<td>• Tech Design - Fashion</td>
<td><strong>SOFTWARE</strong></td>
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<td>• Software Development</td>
<td><strong>SOFTWARE</strong></td>
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<tr>
<td>• Algorithms (HESS)</td>
<td>• Informatics</td>
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<td>• Food Studies</td>
<td>• Product Design &amp; Technology (Fashion)</td>
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<td>• Product Design &amp; Technology (Wood)</td>
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<td>• Product Design &amp; Technology (Wood)</td>
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<tr>
<td>• Software Development</td>
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</table>

**Students may do an IPU in…**

**All students do either…**

**Students do an IPU in…**

**Must do one of…**

**Must do one of…**
Arts & Performing Arts

YEAR 10 INTO VCE PATHWAYS

<table>
<thead>
<tr>
<th>ARTS &amp; PERFORMING ARTS</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Australian Theatre</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>Studies</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Folio Focus (Adv)</td>
<td>Media</td>
<td>Media</td>
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<tr>
<td>Media</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Music</td>
<td>Sculpture and Ceramics</td>
<td>Music Performance</td>
<td>Music Performance: Group, Music Performance: Solo</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Studio Arts</td>
<td>Visual Communication &amp; Design</td>
<td>Studio Arts, Visual Communication &amp; Design</td>
</tr>
<tr>
<td>Visual Communication</td>
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</tbody>
</table>
Advice & Pathways

Students choosing to study Art should consider the following.

This subject will suit you if you enjoy...
Practical and hands on work, creative and inquisitive thinking, experimenting and problem solving, exploring and developing ideas prior to creating artworks, discussing, analysing, writing/responding/drawing meaning from artwork.

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

Other subjects that complement this subject include...
- Visual Communication and Design;
- Studio Art;
- English (any);
- History; and
- Product Design and Technology.

Further considerations
Art does not only suit students who are ‘good at drawing’. Students who excel in art should be inspired to be creative and willing to experiment with materials and techniques.

Unit Description

In the study of VCE Art, students study artworks and the role of art in society. Students develop their artistic practice, expression and communication of ideas using a range of processes, materials and techniques. By combining a focused study of artworks with practical art making, they are encouraged to recognise the connection between research and art making.

UNIT 1: ARTWORKS, EXPERIENCE AND MEANING
Students explore how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies, cultures, and historical periods. In their practical work, students explore areas of personal interest and the characteristics of materials and techniques in a visual diary.

UNIT 2: ARTWORKS AND CONTEMPORARY CULTURE
This unit examines different ways artists interpret and present social and personal issues in their artistic practice. In students’ own practice, they continue to use the art process and visual language to explore materials and techniques and develop personal and creative responses.

UNIT 3: ARTWORKS, IDEAS AND VALUES
Students study artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes, resolving one completed artwork.

UNIT 4: ARTWORKS, IDEAS AND VIEWPOINTS
In this unit students study artworks and develop personal points of view. They build their learning and conceptual understanding around art in society and consider how ideas and issues are communicated through artworks. In relation to their artwork, students build upon the ideas and concepts and present a body of work and at least one finished artwork.

Levels of Achievement

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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</thead>
<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 school-assessed coursework: 10%</td>
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<tr>
<td></td>
<td>Unit 4 school-assessed coursework: 10%</td>
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<tr>
<td></td>
<td>Units 3 and 4 school-assessed task: 50%</td>
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<tr>
<td></td>
<td>Units 3 and 4 examination: 30%</td>
</tr>
</tbody>
</table>
**Advice & Pathways**

Students choosing to study Dance should consider the following.

This subject will suit you if you enjoy...
- Practical activities;
- Choreography and Dance;
- Viewing and analysing;
- Discussion, research, creating and performing;
- Memorising vocabulary; and
- Collaboration (working with a group).

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

Dance allows students to develop a range of skills across the board including - but not limited to - communication, planning, organising, teamwork, problem solving, and self-management. Study in Dance may also lead to career opportunities in Performance, Musical Theatre, Acting, Education, Dance Teaching in local dance schools, Physical Education, Fitness, Stage Management, Events Coordinator, Director, Choreographer, employment in the Arts Industry, performing Arts projects. It will also allow you to further continue doing something that you really enjoy!

Other subjects that complement this subject include...
- English;
- Drama;
- Physical Education;
- Year 7, 8, 9 and 10 Dance; and
- Year 8 and 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.

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**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**

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Units 3 and 4 school-assessed coursework: 25%</td>
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<td></td>
<td>Units 3 and 4 end of year examination: 25%</td>
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<td></td>
<td>Unit 4 Performance examination: 50%</td>
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</tbody>
</table>
Advice & Pathways

Students choosing to study Drama should consider the following.

This subject will suit you if you enjoy...
- Hands on, practical performance;
- Independent research;
- Vocabulary and key terms memorizing;
- Analysing, cooperating, communicating, and problem solving; and
- Performing.

This subject can lead to a career pathway in the following areas...
Drama allows students to develop a range of skills across the board including communication, planning, organizing, teamwork, problem solving, self-management. Study in Drama may also lead to career opportunities in Performing (Acting), Education, Journalism, Stage Management, Scriptwriting, Events Coordinator, Writer, Director, employment in the Arts Industry.

Other subjects that complement this subject include...
- English and English Literature;
- History;
- Art;
- Studio Arts;
- 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
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 organizational skills and commitment.
If a student was unable to study Year 10 Contemporary 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

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 and 4 school-assessed coursework: 40%</td>
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<td></td>
<td>Unit 3 and 4 end of year examination: 25%</td>
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<tr>
<td></td>
<td>Unit 4 Performance examination: 35%</td>
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</tbody>
</table>
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 and writing extended responses;
- Argumentative discussion;
- Editing and Film-making; and
- Collaboration (working with a group).

This subject can lead to a career pathway in the following areas...
Media allows students to develop a range of skills across the board including Communications, Journalism, Advertising, Film-Making, Editing, Film Industry Roles (Camera Operator, etc), Cinema Students, Copy-writing, Screen Writing, Photography, Animation, Gaming Industry, Public Relations, Event Management, Social Media Consultancy.

Other subjects that complement this subject include...
- English (any);
- Drama;
- Computing;
- Studio Arts;
- Visual Communications;
- 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 addition to class time. Students will not be spending the whole year watching movies. Studying more than 2 folio subjects in VCE is not recommended.
**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;
- Developing skills in music theory and practical music tasks.

This subject can lead to a career pathway in the following areas...
- Bachelor of Music, including performance, composition and musicology;
- Live performance opportunities;
- Music therapy;
- Teaching.

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 Performance must be auditioned if they did not complete classroom music in years 7 to 10.
**Advice & Pathways**

Students choosing to study Studio Arts should consider the following.

**This subject will suit you if you enjoy...**
Hands-on practical application including taking photographs using film and/or digital, Using and experimenting with materials and techniques including the darkroom and computers/computer software, such as Photoshop, analysis of artworks through annotations, reflective writing.

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

**Other subjects that complement this subject include...**
Art, Visual Communication and Design, Product Design and Technology, Food Technology

**Further considerations**
For Studio Arts, it is helpful but not essential for students to have personal access to a camera to use outside of school hours, the camera can be analogue and/or digital.

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**Unit Description**

In this study, students research focuses on critical, reflective and creative thinking, the visual analysis of artworks and seek inspiration and influences in their art making. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

**UNIT 1: STUDIO INSPIRATION AND TECHNIQUES**

In this unit students focus on developing their understanding of studio practice and explore, develop, refine and present artworks. Students research and analyse the ways in which artists have developed their studio practice to interpret and express ideas and apply materials and techniques in artworks.

**UNIT 2: STUDIO EXPLORATION AND CONCEPTS**

In this unit students establish and use studio practices to produce artworks. Students explore and develop ideas, creating aesthetic qualities and recording the development of the work. Through the study of art movements and styles, students begin to understand the use of other artists’ work in their own work.

**UNIT 3: STUDIO PRACTICES AND PROCESSES**

In this unit students focus on the implementation of an individual studio process leading to the production of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. The study of artists and their work practices may provide inspiration for students’ own art.

**UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link to the ideas resolved in Unit 3. Students produce at least two finished artworks. Students investigate the preparation, presentation and conservation of artworks.

**Levels of Achievement**

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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</thead>
</table>
| 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% |
**VISUAL COMMUNICATION**

**Advice & Pathways**

Students choosing to study Visual Communications should consider the following.

This subject will suit you if you enjoy...
- Hands on problem solving;
- Independent research; and
- 3D visualising.

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

Visual Communications may lead to a career in Graphic/Communication Design, Architecture, Illustration, Industrial Design, Visual Merchandising, Interior Design, and/or Art.

Other subjects that complement this subject include...
- Product Design & Technology;
- Studio Art;
- Art;
- English (any);
- Media; and
- Mathematics.

Further considerations

For Visual Communications, an ability to draw is advantageous. There are a number of written components in Visual Communications; it is not 100% practical. Computers are utilized as a tool in the classroom, but are also not used 100% of the time and students will be required to have good time management and organisation skills to be successful in this subject.

Studying more than 2 folio subjects in VCE is not recommended.

**VISUAL COMMUNICATION Continued...**

**Unit Description**

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies.

**UNIT 1: INTRODUCTION INTO VISUAL COMMUNICATION DESIGN**

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

**UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS**

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

**UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES**

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

**UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION**

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

**LEVELS OF ACHIEVEMENT**

<table>
<thead>
<tr>
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<th>UNIT 3 AND 4</th>
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</thead>
<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 school-assessed coursework: 25%</td>
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<td></td>
<td>Unit 4 school assessed task: 40%</td>
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<td></td>
<td>Units 3 and 4 End-of-year examination: 35%</td>
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</table>
ENGLISH

Year 10
- English (compulsory)
- EAL
- Film Studies
- Literature

Year 11
- Must do one of...
  - English
  - EAL
  - English Language
  - Literature

Year 12
- Must do one of...
  - English
  - EAL
  - English Language
  - Literature
This study aims to develop competence in the understanding and use of English for a variety of purposes in order to meet the demands of post-school employment, further education, and participation in a democratic society.

UNIT 1 - 4

Area of study: Reading and creating 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 both analytically and creatively in this unit in separate SACs.

Area of study: Analysing and presenting argument
Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. 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: Reading and comparing texts
Students study two texts that explore similar issues and ideas. They are required to write a comparative analytical response in this unit.

LEVELS OF ACHIEVEMENT

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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
- 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.

ENGLISH

This study aims to develop competence in the understanding and use of English for a variety of purposes in order to meet the demands of post-school employment, further education, and participation in a democratic society.

UNIT 1 - 4

Area of study: Reading and creating 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 both analytically and creatively in this unit in separate SACs.

Area of study: Analysing and presenting argument
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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
- 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.
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
- 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.

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 - 4
Area of study: Reading and creating 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 both analytically and creatively in this unit in separate SACs.

Area of study: Analysing and presenting 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 produce a note-form summary and 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. There is also a listening component, which assesses students active listening and comprehension skills.

Area of study: Reading and comparing texts
Students study two texts that explore similar issues and ideas. They are required to write a comparative analytical response in this unit.

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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.
- 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...**

**Other subjects that complement this subject include...**

**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.

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**ENGLISH LANGUAGE**

**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 SOCIAL 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**

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**ENGLISH LANGUAGE** *Continued...*
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.

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, 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 - 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: APPROACHES TO LITERATURE
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

UNIT 2: CONTEXT AND CONNECTIONS
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students analyse the similarities and differences across texts and establish connections between them.

UNIT 3
In this unit students investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations.

UNIT 4
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2
Individual school decision on levels of achievement.

UNIT 3 AND 4
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**Health & Physical Education**

**Year 10 into VCE Pathways**

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| **Health & Physical Education** | • Activity for Life  
• Ball Sports  
• Game Play  
• Human Relations (all students)  
• Outdoor & Environment Studies (Unit 1&2)  
• Physical Education (Adv)  
• Youth & Community Health | • Health & Human Development  
• Outdoor & Environment Studies (Unit 3&4)  
• Physical Education | • Health & Human Development  
• Physical Education |

**YEAR 11 & 12 VCE INFORMATION HANDBOOK 2019**
**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
- Physical Education
- Food and Technology
- Psychology
- Biology

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**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 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.

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OUTDOOR & ENVIRONMENTAL STUDIES

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.

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OUTDOOR & ENVIRONMENTAL STUDIES Continued...

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. There is an expectation and assessment requirements that you attend all of the camps and practical experiences. In combination with this 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.

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.

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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
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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.

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**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: PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE**
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and 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: ENHANCING 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.

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**Year 10 Year 11 Year 12**

**HUMANITIES**

- Accounting & Business Management
- Big History Advanced Investigation
- Economics & Global Markets
- Geography
- History
- Philosophy
- Political & Legal Studies

**YEAR 11 & 12 VCE INFORMATION HANDBOOK 2019**

**STRATHMORE SECONDARY COLLEGE**

**Humanities**
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 propertor small business. Students will be introduced to the use of information technology in accounting procedures in all units.

**UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS**
This unit focuses on the establishment of a small business and the accounting and financial management of a business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users.

**UNIT 2: ACCOUNTING FOR A TRADING BUSINESS**
This unit focuses on accounting for a single activity trading business. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. They use financial and non-financial information to evaluate the performance of a business.

**UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS**
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of recording using the accrual basis of accounting.

**UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE**
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system and double entry accounting system.

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**Advice & Pathways**
Students choosing to study Accounting should consider the following.

This subject will suit you if you enjoy:
Reading and memorising of principles and characteristics of accounting and hands-on practical problem solving.

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
- Further Mathematics

Further considerations:
Accounting skills are required in every industry and you can work anywhere in the world.

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 propertor small business. Students will be introduced to the use of information technology in accounting procedures in all units.

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</table>
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, and the effect of these on planning a business.

UNIT 2: ESTABLISHING A BUSINESS
In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

UNIT 3: MANAGING A BUSINESS
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives.

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

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
</tr>
</thead>
</table>
| 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% |
Advice & Pathways
Students choosing to study Economics should consider the following.

This subject will suit you if you enjoy...
Reading and memorising economic concepts and definitions, problem solving and independent research, and predicting the health of the economy based on current economic growth data...

This subject can lead to a career pathway in the following areas...
Working as an economist in a financial institution (a bank), the finance department of an organization or a government department.

Other subjects that complement this subject include...
- Accounting;
- Business Management;
- Global Politics; and
- Legal Studies.

Further considerations
With the advent of globalisation, this degree and the skills gained in Economics can be transferred to any economy in the world, i.e. can work in any country.
GEOGRAPHY

Advice & Pathways

Students choosing to study Geography should consider the following.

**This subject will suit you if you enjoy...**

Hands on learning, 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 writing about changes in the environment.

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


**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.

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**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**

Individual school decision on levels of achievement.

**UNIT 3 AND 4**

| Unit 3 School-assessed Coursework: 25% |
| Unit 4 School-assessed Coursework: 25% |
| Unit 3 and 4 End-of-year examination: 50% |
AUSTRALIAN GLOBAL POLITICS

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: IDEAS, ACTORS AND POWER

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

UNIT 2: GLOBAL CONNECTIONS

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media.

UNIT 3: GLOBAL ACTORS

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

UNIT 4: GLOBAL CHALLENGES

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

LEVELS OF ACHIEVEMENT

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 school-assessed coursework:25%</td>
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<tr>
<td></td>
<td>Unit 4 school-assessed coursework:25%</td>
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<tr>
<td></td>
<td>Units 3 and 4 End-of-year examination: 50%</td>
</tr>
</tbody>
</table>

Advice & Pathways

Students choosing to study Australian & Global Politics should consider the following.

This subject will suit you if you enjoy...
- Discussions, debates and philosophising;
- Establishing an opinion, justifying arguments;
- Making connections between situations and events;
- Vocabulary and meta-language, analytical writing and remembering key facts and dates; and
- Being globally minded.

This subject can lead to a career pathway in the following areas...
Politics (local/state/federal government), International Development, International Relations, Strategic Planning, Journalism, Media, Diplomatic Services, Legal services, Finance, International Trade, NGOs, International Agencies, Aid, Public Affairs, Public Relations, Lobbyist, Social Researcher, HR.

Other subjects that complement this subject include...
- History;
- Geography;
- English (any);
- Philosophy;
- Economics;
- Legal Studies; and
- Business Management.

Further considerations

If you enjoyed Political and Legal Studies in Year 10 you will enjoy this subject. If you watch the news and are interested in current events, then this is a subject for you.
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: TWENTIETH-CENTURY HISTORY (1900-1945)
The topics studied are Stalin’s regime, Weimar Germany and Nazi Germany.

UNIT 2: TWENTIETH-CENTURY HISTORY (SINCE 1945)
The topics studied are The Vietnam War, Protest Movements of the 1950s to 1970s and the End of Apartheid in South Africa.

UNIT 3 AND 4: REVOLUTIONS
The Russian and Chinese revolutions are examined in this subject that looks at the pre-revolutionary regime, the revolution and its leaders and the nature of the new society created by the revolution.

LEVELS OF ACHIEVEMENT

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 school-assessed coursework: 25%</td>
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<tr>
<td></td>
<td>Unit 4 school-assessed coursework: 25%</td>
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<tr>
<td></td>
<td>Units 3 and 4 End-of-year examination: 50%</td>
</tr>
</tbody>
</table>

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.

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, Public Servant, Teacher, Archivist, Journalist, Detective, to name a few.

Other subjects that complement this subject include...

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

Further considerations

“To understand our present and future, we must understand our past.”
LEGAL STUDIES

Unit Description

UNIT 1: GUILT AND LIABILITY
In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS
This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

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 and Economics.

Further considerations
Unit 1 focuses on Criminal Law and Unit 2 focuses on Civil Law.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2
Individual school decision on levels of achievement.

UNIT 3 AND 4
Unit 3 school assessed coursework: 25%
Unit 4 school assessed coursework: 25%
Unit 3 and 4 End-of-year examination: 50%

LEGAL STUDIES

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: GUILT AND LIABILITY
In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS
This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

UNIT 3: RIGHTS AND JUSTICE
In this unit students examine the methods and institutions in the justice system and consider the appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

UNIT 4: THE PEOPLE AND THE LAW
In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2
Individual school decision on levels of achievement.

UNIT 3 AND 4
Unit 3 school assessed coursework: 25%
Unit 4 school assessed coursework: 25%
Units 3 and 4 End-of-year examination: 50%
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.

UNIT 3 AND 4

Unit 3 considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Unit 4 considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates.

Levels of Achievement

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 school-assessed coursework: 25%</td>
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<tr>
<td></td>
<td>Unit 4 school-assessed coursework: 25%</td>
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<tr>
<td></td>
<td>Units 3 and 4 End-of-year examination: 50%</td>
</tr>
</tbody>
</table>

Advice & Pathways

Students choosing to study Philosophy should consider the following.

This subject will suit you if you enjoy...
- THINKING;
- ‘Community of inquiry’-based learning;
- Lots of group discussion;
- Independent research tasks, reading texts and articles and written reflections; and
- Being challenged because Philosophy covers some content matter that is ‘outside the square’ and often complicated in that there is no clear ‘right or wrong’ answer.

This subject can lead to a career pathway in the following areas...
Law, Arts, Fine Arts, any Medical field where they have to consider ethics eg: Biology, Psychology, Government. The skills developed in Psychology also assist in design and planning or anything where you need to think logically.

Other subjects that complement this subject include...
- English (any);
- Politics;
- Economics;
- Sciences- where you need to consider the validity of science and truth; and
- Psychology - looking at the brain.

Further considerations

Students need to keep an open mind to study Philosophy and be prepared to discuss and write about philosophical issues.
<table>
<thead>
<tr>
<th>Languages</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
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<tr>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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</thead>
<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 school assessed coursework: 25%</td>
</tr>
</tbody>
</table>

GREEK

Advice & Pathways

Students choosing to study a Language should consider the following.

This subject will suit you if you enjoy...

- Memorising 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.
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 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 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

Individual school decision on levels of achievement.

UNIT 3 AND 4

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

Individual school decision on levels of achievement.

UNIT 3 AND 4

Unit 3 school-assessed coursework: 25%
Unit 4 school-assessed coursework: 25%
Units 3 and 4 End-of-year examinations: 50%
**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**

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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<tbody>
<tr>
<td>Nil</td>
<td>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%</td>
</tr>
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</table>
**Year 10 Into VCE Pathways**

<table>
<thead>
<tr>
<th>MATHMATICS</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUST do one of...</td>
<td>General Mathematics Or</td>
<td>General Mathematics</td>
<td>Further Mathematics</td>
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<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
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<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
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**Mathematics**
**Advice & Pathways**

Students choosing to study General Mathematics should consider the following:

This subject will suit you if you enjoy memorising facts, 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.

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**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: GENERAL MATHEMATICS**

General Mathematics is designed to be widely accessible for students and leads to Further Mathematics Units 3 & 4.

**UNITS 3 AND 4: FURTHER MATHEMATICS**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core is comprised of ‘Data analysis’ and ‘Recursion and financial modelling’.

The Applications comprises two modules. The modules to be studied are selected by the school.

**Levels of Achievement**

<table>
<thead>
<tr>
<th>Unit 1 and 2</th>
<th>Unit 3 and 4</th>
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</table>
| Individual school decision on levels of achievement. | Unit 3 School-assessed Coursework: 20%  
Unit 4 School-assessed Coursework: 14%  
Units 3 and 4 End-of-year Examination 1: 33%  
Units 3 and 4 End-of-year Examination 2: 33% |
Advice & Pathways

Students choosing to study Mathematical Methods should consider the following:

This subject will suit you if you enjoy...
- Memorizing facts, 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)

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 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and Calculus’ and ‘Probability’. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of computer algebra system (CAS) technology, as applicable.

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 consists of the following areas of study: ‘Functions and Graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability’. 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

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
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<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 school assessed course work: 17%</td>
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<tr>
<td></td>
<td>Unit 4 school assessed course work: 17%</td>
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<tr>
<td></td>
<td>Unit 3 and 4 End-of-year examination 1: 22%</td>
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<tr>
<td></td>
<td>Unit 3 and 4 End-of-year examination 2: 44%</td>
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</tbody>
</table>
Advice & Pathways

Students choosing to study Specialist Mathematics should consider the following.

This subject will suit you if you enjoy...
- Memorizing facts; and
- Data, vocabulary and problem solving; and
- 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;
- 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 Mathematics 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.

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
Designed for students who are also studying Mathematical Methods Units 1 and 2 and to enhance their study of Mathematical Methods Units 3 and 4. It leads on to Specialist Mathematics Units 3 and 4.

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

UNIT 3 AND 4

Specialist Mathematics consists of the following areas of study: ‘Functions, relations and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors in two and three dimensions’ and ‘Mechanics’. The course content focuses on mathematical structure and proof and is covered in a progression from Unit 3 to Unit 4.

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

Levels of achievement

<table>
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<td></td>
<td>Unit 3 and 4 End-of-year examination 1: 22%</td>
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<tr>
<td></td>
<td>Unit 3 and 4 End-of-year examination 2: 44%</td>
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</tbody>
</table>
Science

YEAR 10 INTO VCE PATHWAYS

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Advanced Science Institute</td>
<td>Biology</td>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Human Science</td>
<td>Physics</td>
<td>Physics</td>
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<td>Life Science</td>
<td>Psychology</td>
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<tr>
<td>Physics</td>
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</tbody>
</table>
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.

BIOLOGY

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 LIVING THINGS STAY ALIVE?

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. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilise, the abiotic resources of its habitat.

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 explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell. They consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the human immune system at the molecular level and the interactions between its components to provide immunity to a specific antigen.

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

Students investigate the relatedness between species and the impact of various change events on a population’s gene pool. They examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

Levels of Achievement

<table>
<thead>
<tr>
<th>UNIT 1 AND 2</th>
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<tbody>
<tr>
<td>Individual school decision on levels of achievement.</td>
<td>Unit 3 School-assessed Coursework: 16%</td>
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<tr>
<td>Unit 4 School-assessed Coursework: 24%</td>
<td>Unit 3 and 4 End-of-year examination: 60%</td>
</tr>
</tbody>
</table>
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?
Students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They investigate the nature of metallic, ionic and covalent bonding. They study a variety of organic compounds and how they are grouped into distinct chemical families. Students apply quantitative concepts to molecular compounds, including mole concept and percentage composition by mass, and determine the empirical and molecular formulas of given compounds.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?
Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?
Students explore energy options and the chemical production of materials. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?
Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. They consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Levels of achievement

<table>
<thead>
<tr>
<th>LEVELS OF ACHIEVEMENT</th>
<th>UNIT 1 AND 2</th>
<th>UNIT 3 AND 4</th>
</tr>
</thead>
</table>
| Unit 1 and 2 | Individual school decision on levels of achievement. | Unit 3 School-assessed Coursework: 16%  
Unit 4 School-assessed Coursework: 24%  
Units 3 and 4 End-of-year examination: 60% |
Students choosing to study Physics should consider the following:

- 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.

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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: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

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 CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students 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

Individual school decision on levels of achievement.

UNIT 3 AND 4

Unit 3 School-assessed Coursework: 21%
Unit 4 School-assessed Coursework: 19%
Unit 3 and 4 End-of-year examination: 60%
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 Psychologist approach and conduct their research into the human condition. Students should always check with Careers specialists for prerequisite studies for tertiary courses.

PSYCHOLOGY

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 investigate the development of human cognition, emotion and behaviour. They learn about the structure and functions of the human brain and the role it plays in the nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where it may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

In this unit, students investigate how perception of stimuli enables a person to interact with the world around them and how this perception can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perceptions of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Levels of Achievement

UNIT 1 AND 2

Individual school decision on levels of achievement.

UNIT 3 AND 4

Unit 3 School-assessed Coursework: 16%
Unit 4 School-assessed Coursework: 24%
Units 3 and 4 End-of-year examination: 60%
## Technology

### Technology
- Computing
- Food For Life
- Food Technology (Adv)
- Food Technology
- Tech Design – Advanced
- Tech Design – Materials
- Tech Design – Textiles

### Year 10 into VCE Pathways

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>• Computing</td>
<td>• Computing</td>
<td>• Algorithmics (HESS)</td>
</tr>
<tr>
<td>• Food Studies</td>
<td>• Food Studies</td>
<td>• Food Studies</td>
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<tr>
<td>• Product Design &amp; Technology (Textiles)</td>
<td>• Product Design &amp; Technology (Textiles)</td>
<td>• Informatics</td>
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<tr>
<td>• Product Design &amp; Technology (Wood)</td>
<td>• Product Design &amp; Technology (Wood)</td>
<td>• Product Design &amp; Technology (Wood)</td>
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<tr>
<td>• Software Development</td>
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**Technology**
**UNIT 1: COMPUTING**

This unit focuses on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

**UNIT 2: COMPUTING**

Unit 2 focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions the a database system.

**UNIT 3: INFORMATICS**

Unit 3 focuses on data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1, students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

**UNIT 4: SOFTWARE DEVELOPMENT**

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of purpose-designed solutions used in a networked environment. There are two areas of study: Software solutions and Interactions and impact. This unit equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. It provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours. It provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

**Structure**

The study is made up of 6 units:
- Computing Units 1 and 2;
- Informatics Units 3 and 4; and
- Software Development Units 3 and 4.

**LEVELS OF ACHIEVEMENT**

**UNIT 1 AND 2**

- Individual school decision on levels of achievement.

**UNIT 3 AND 4**

- 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%
Advice & Pathways

Students choosing to study Algorithmics should consider the following:

This subject will suit you if you enjoy...
- Problem-solving, independent research, logical thinking, thinking outside of the box, scientific creativity;
- Exploring ideas and issues that don’t necessarily have an easy answers or simple solution, in fact, getting the wrong answer or failing in an experiment you see as an opportunity and a challenge rather than something that’s bad;
- Challenging the status quo with more interest in the ‘what if’s’ and the ‘why nots’ than ‘this is just how it’s done’.

This subject can lead to a career pathway in the following areas...
Science, Engineering, Medicine, Biomedicine, Mathematics, Technology, Computer Science, Software Engineering, Design and Technology.

Other subjects that complement this subject include...
- Mathematics (any);
- Science (any); and
- Software Development - Students who have already completed Software Development as a Year 11 are particularly encouraged to consider taking the subject.

Further considerations

Students who successfully complete Units 3 and 4 of VCE Algorithmics (HESS) may be eligible for two units of first year credit towards certain university degrees. Students should check with individual universities directly for more information. Students are expected to be currently enrolled in, or have successfully completed, VCE Mathematical Methods Units 1 and 2.

ALGORITHMICS (HESS) – UNITS 3 and 4

Unit Description

Algorithmics focuses on a new approach to solving real-world problems using algorithmic techniques. It examines how information about the world can be systematically represented and processed, and how such processes can be made explicit and precise enough that they can be used for analysing real world problems. It explores the design of algorithms, resulting in a powerful approach to manipulating and reasoning about structured information.

UNIT 3: ALGORITHMIC PROBLEM SOLVING

This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem-solving procedures, which exist independently of computers. Algorithmic problem solving lies at the heart of computer science but is also a technique that can be applied very broadly in addressing a wide range of complex practical problems.

UNIT 4: DESIGNING INTELLIGENT ALGORITHMS

This unit focuses on the algorithm design process. Students develop knowledge and skills in identifying the resources that an algorithm needs in order to function effectively. They develop knowledge and skills to investigate the correctness and efficiency of algorithms and apply these to the formal analysis of a given problem.

LEVELS OF ACHIEVEMENT

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<tr>
<th>UNIT 1 AND 2</th>
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<tbody>
<tr>
<td>Nil</td>
<td>Unit 3 and 4 School-assessed Coursework: 15%</td>
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<td>Unit 3 and 4 School-assessed Task: 25%</td>
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<td></td>
<td>Unit 3 and 4 End-of-year examination: 60%</td>
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</table>
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, Chemistry, Visual Communications

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.

Unit Description

This study takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills. Students build individual pathways to health and wellbeing through the application of practical food skills.

UNIT 1
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world - examining the hunter-gatherer system to today’s urban living. Students also study Australian indigenous food prior to European settlement and the influence of migration on Australian cuisine.

UNIT 2
Students investigate food systems in contemporary Australia. They compare commercial food production industries with food produced in small-scale domestic settings. They investigate the capacity of industry to provide a safe, high-quality food.

UNIT 3
This unit explores the science of food. Students investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They apply food science terminology relating to chemical changes that occur during food preparation and cooking.

UNIT 4
Students examine debates about global and Australian food systems - issues such as the environment, ethics, farming practices, use of technologies and the challenges of food security. They also develop responses to food information and misinformation and how to empower consumers to make discerning food choices.

Levels of achievement

<table>
<thead>
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<tr>
<td></td>
<td>Unit 4 school assessed coursework: 30%</td>
<td></td>
</tr>
</tbody>
</table>

FOOD STUDIES Continued…
**PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)**

**Advice & Pathways**

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

This subject will suit you if you enjoy...
- Incorporating a range of learning styles including reading, research, creating and solving problems;
- Design and design discussions;
- Working systematically and independently; and
- Working from drawings and your own design to create product.

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

In Technology Product and Design students will learn how to use tools and machinery safely to create product from their own designs!

There is an interesting and wide range of design fields that product design leads to such as industrial design (Automotive, Furniture, Products), Textile Design, Engineering, Fashion and Architecture. Many ex-students comment on how valuable being able to think and work in 3D is for their studies. You may also be a student who likes to work with their hands, with the goal of taking an apprenticeship in the future. Where might this lead you? Design is everywhere!

Other subjects that complement this subject include...
- Art;
- Visual Communication;
- Physics;
- Visual Media;
- Drama;
- History;
- English (any); and
- Mathematics.

Further considerations

Your folio and product will illustrate to any future employer that you can manage a project, complete a major task, that you have tenacity, that you can express your ideas in a range of ways.

This hands-on subject, gives you a chance to express your ideas and make something wonderful.
Advice & Pathways

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

This subject will suit you if you enjoy...
- Incorporating a range of learning styles including reading, research, creating and solving problems;
- Design and design discussions;
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- Working from drawings and your own design to create product.

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This hands-on subject, gives you a chance to express your ideas and make something wonderful.
### 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 student 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 pre set combinations of subjects but rather suggested combinations that may assist students in constructing their own VCE program.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>An English Unit 1</td>
<td>Health and Human Development Unit 1</td>
<td>Psychology Unit 1</td>
<td>Literature Unit 1</td>
<td>History Unit 1</td>
<td>General Mathematics Unit 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td>An English Unit 2</td>
<td>Health and Human Development Unit 2</td>
<td>Psychology Unit 2</td>
<td>Literature Unit 2</td>
<td>History Unit 2</td>
<td>General Mathematics Unit 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>An English Unit 3</td>
<td>Health and Human Development Unit 3</td>
<td>Psychology Unit 3</td>
<td>Literature Unit 3</td>
<td>History Unit 3</td>
<td>Private Study</td>
</tr>
<tr>
<td>Semester 4</td>
<td>An English Unit 4</td>
<td>Health and Human Development Unit 4</td>
<td>Psychology Unit 4</td>
<td>Literature Unit 4</td>
<td>History Unit 4</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

### 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 pre set combinations of subjects but rather suggested combinations that may assist students in constructing their own VCE program.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>1</th>
<th>2</th>
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<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>An English Unit 1</td>
<td>Mathematical Methods Unit 1</td>
<td>Specialist Mathematics Unit 1</td>
<td>Chemistry Unit 1</td>
<td>Biology Unit 1</td>
<td>Physics Unit 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td>An English Unit 2</td>
<td>Mathematical Methods Unit 2</td>
<td>Specialist Mathematics Unit 2</td>
<td>Chemistry Unit 2</td>
<td>Biology Unit 2</td>
<td>Physics Unit 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>An English Unit 3</td>
<td>Mathematical Methods Unit 3</td>
<td>Specialist Mathematics Unit 3</td>
<td>Chemistry Unit 3</td>
<td>Biology Unit 3</td>
<td>Private Study</td>
</tr>
<tr>
<td>Semester 4</td>
<td>An English Unit 4</td>
<td>Mathematical Methods Unit 4</td>
<td>Specialist Mathematics Unit 4</td>
<td>Chemistry Unit 4</td>
<td>Biology Unit 4</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

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 pre set combinations of subjects but rather suggested combinations that may assist students in constructing their own VCE program.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>An English Unit 1</td>
<td>Mathematical Methods Unit 1</td>
<td>General Mathematics Unit 1</td>
<td>Computing Unit 1</td>
<td>Product Design Unit 1</td>
<td>Physics Unit 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td>An English Unit 2</td>
<td>Mathematical Methods Unit 2</td>
<td>General Mathematics Unit 2</td>
<td>Computing Unit 2</td>
<td>Product Design Unit 2</td>
<td>Physics Unit 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>An English Unit 3</td>
<td>Mathematical Methods Unit 3</td>
<td>Further Mathematics Unit 3</td>
<td>Informatics Unit 3</td>
<td>Product Design Unit 3</td>
<td>Private Study</td>
</tr>
<tr>
<td>Semester 4</td>
<td>An English Unit 4</td>
<td>Mathematical Methods Unit 4</td>
<td>Further Mathematics Unit 4</td>
<td>Informatics Unit 4</td>
<td>Product Design Unit 4</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

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 & Design

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

<table>
<thead>
<tr>
<th>YEAR 11</th>
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<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>An English Unit 1</td>
<td>Art Unit 1</td>
<td>Media Unit 1</td>
<td>History Unit 1</td>
<td>Philosophy Unit 1</td>
<td>General Mathematics Unit 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td>An English Unit 2</td>
<td>Art Unit 2</td>
<td>Media Unit 2</td>
<td>History Unit 2</td>
<td>Philosophy Unit 2</td>
<td>General Mathematics Unit 1</td>
</tr>
<tr>
<td>Semester 3</td>
<td>An English Unit 3</td>
<td>Art Unit 3</td>
<td>Media Unit 3</td>
<td>History Unit 3</td>
<td>Philosophy Unit 3</td>
<td>Private Study</td>
</tr>
<tr>
<td>Semester 4</td>
<td>An English Unit 4</td>
<td>Art Unit 4</td>
<td>Media Unit 4</td>
<td>History Unit 4</td>
<td>Philosophy Unit 4</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

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

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


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 pre set combinations of subjects but rather suggested combinations that may assist students in constructing their own VCE program.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>An English Unit 1</td>
<td>Drama Unit 1</td>
<td>Music Unit 1</td>
<td>General Mathematics Unit 1</td>
<td>Psychology Unit 1</td>
<td>Health and Human Development Unit 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td>An English Unit 2</td>
<td>Drama Unit 2</td>
<td>Music Unit 2</td>
<td>General Mathematics Unit 2</td>
<td>Psychology Unit 2</td>
<td>Health and Human Development Unit 2</td>
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<tr>
<td>Semester 3</td>
<td>An English Unit 3</td>
<td>Drama Unit 3</td>
<td>Music Unit 3</td>
<td>Further Mathematics Unit 3</td>
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<td>Private Study</td>
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<tr>
<td>Semester 4</td>
<td>An English Unit 4</td>
<td>Drama Unit 4</td>
<td>Music Unit 4</td>
<td>Further Mathematics Unit 4</td>
<td>Psychology Unit 4</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

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

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


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 pre set combinations of subjects but rather suggested combinations that may assist students in constructing their own VCE program.

<table>
<thead>
<tr>
<th>YEAR 11</th>
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<th>4</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>An English Unit 1</td>
<td>History Unit 1</td>
<td>Geography Unit 1</td>
<td>Legal Studies Unit 1</td>
<td>LOTE Italian Unit 1</td>
<td>General Mathematics Unit 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td>An English Unit 2</td>
<td>History Unit 2</td>
<td>Geography Unit 2</td>
<td>Legal Studies Unit 2</td>
<td>LOTE Italian Unit 1</td>
<td>General Mathematics Unit 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>An English Unit 3</td>
<td>History Unit 3</td>
<td>Geography Unit 3</td>
<td>Legal Studies Unit 3</td>
<td>LOTE Italian Unit 1</td>
<td>Private Study</td>
</tr>
<tr>
<td>Semester 4</td>
<td>An English Unit 4</td>
<td>History Unit 4</td>
<td>Geography Unit 4</td>
<td>Legal Studies Unit 4</td>
<td>LOTE Italian Unit 1</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

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 pre set combinations of subjects but rather suggested combinations that may assist students in constructing their own VCE program.

<table>
<thead>
<tr>
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<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>An English Unit 1</td>
<td>Mathematical Methods Unit 1</td>
<td>Legal Studies Unit 1</td>
<td>Business Management Unit 1</td>
<td>Accounting Unit 1</td>
<td>General Mathematics Unit 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td>An English Unit 2</td>
<td>Mathematical Methods Unit 2</td>
<td>Legal Studies Unit 2</td>
<td>Business Management Unit 2</td>
<td>Accounting Unit 2</td>
<td>General Mathematics Unit 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>An English Unit 3</td>
<td>Mathematical Methods Unit 3</td>
<td>Legal Studies Unit 3</td>
<td>Business Management Unit 3</td>
<td>Accounting Unit 3</td>
<td>Private Study</td>
</tr>
<tr>
<td>Semester 4</td>
<td>An English Unit 4</td>
<td>Mathematical Methods Unit 4</td>
<td>Legal Studies Unit 4</td>
<td>Business Management Unit 4</td>
<td>Accounting Unit 4</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

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

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

### MY POTENTIAL YEAR 11 AND 12 COURSES

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>STUDENT CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>An English subject Unit 1 and 2:</td>
<td>Study Periods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>STUDENT CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>An English subject Unit 3 and 4:</td>
<td>Study Periods</td>
</tr>
</tbody>
</table>

### YEAR 11 & 12 VCE INFORMATION HANDBOOK 2019
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Web: www.strathmore.vic.edu.au