KEILOR DOWNS COLLEGE

A High Performing School

A Co-educational School 7-12

VCE & VCE-VM COURSE SELECTION GUIDE 2026-2027

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*** Please note: Subjects that do not run in Year 11, will not be offered as Year 12 subjects the following year. Art making and exhibiting, History, Literature, Visual communication, Drama, systems engineering, will therefore not be offered as Year 12 subjects in 2027.**

Please note: Some subjects require the use of additional resources and materials.
Parents are invited to support the college by providing the following contributions:

- Food Studies - $130
- Systems Engineering - $30
- VET Cookery - $55
- Visual communication - $30
- Art: making and exhibiting - $30

WELCOME TO THE SENIOR YEARS OF STUDY

This guide contains all the information you need to have to choose your course for the next two years. It outlines all our VCE/VET and VCE-Vocational Major (VCE VM) offerings.

Our Senior Years curriculum is designed to allow you:

- Breadth and depth of study.
- The opportunity to pursue your interests and develop your talents.
- Flexibility in your choice of course.
- To plan a course that allows you to follow your Pathways plan.

Flexibility in the Senior Years:

In the Senior Years, according to your pathway choices and your academic ability, you will find yourself able to make many more choices than ever before. Not only can you choose from a wide variety of studies within your year level, but you can also choose to:

- Choose to take 2 or 3 years to successfully complete your VCE.
- Study VET (Vocational Educational Training) subjects as part of your VCE (Victorian Certificate of Education).
- Undertake the VCE VM (VCE Vocational Major
- Undertake the VPC, (the Victorian Pathway Certificate, formerly Foundation VCAL) A 2-3 YEAR flexible leaving school Certificate.
- Continue with a VCE Unit 3 & 4 study while you are in Year 11, if you have already undertaken the VCE Unit 1 & 2 study in Year 10.

It may be useful to refer to this version of the course selection guide for future reference.

Choosing a Program:

To assist you in choosing the course that will bring you the most enjoyment and success, we have provided you with:

- **Detailed descriptions** of all Senior Years courses.
- **Pathways diagrams** for each Key Learning Area (KLA) that show you how your choices will help you plan your future directions.
- **Pathways Counsellors-** you have been allocated a Pathways Counsellor who will assist you in your course decisions. You will meet with your counsellor before the official counselling day to discuss your course.

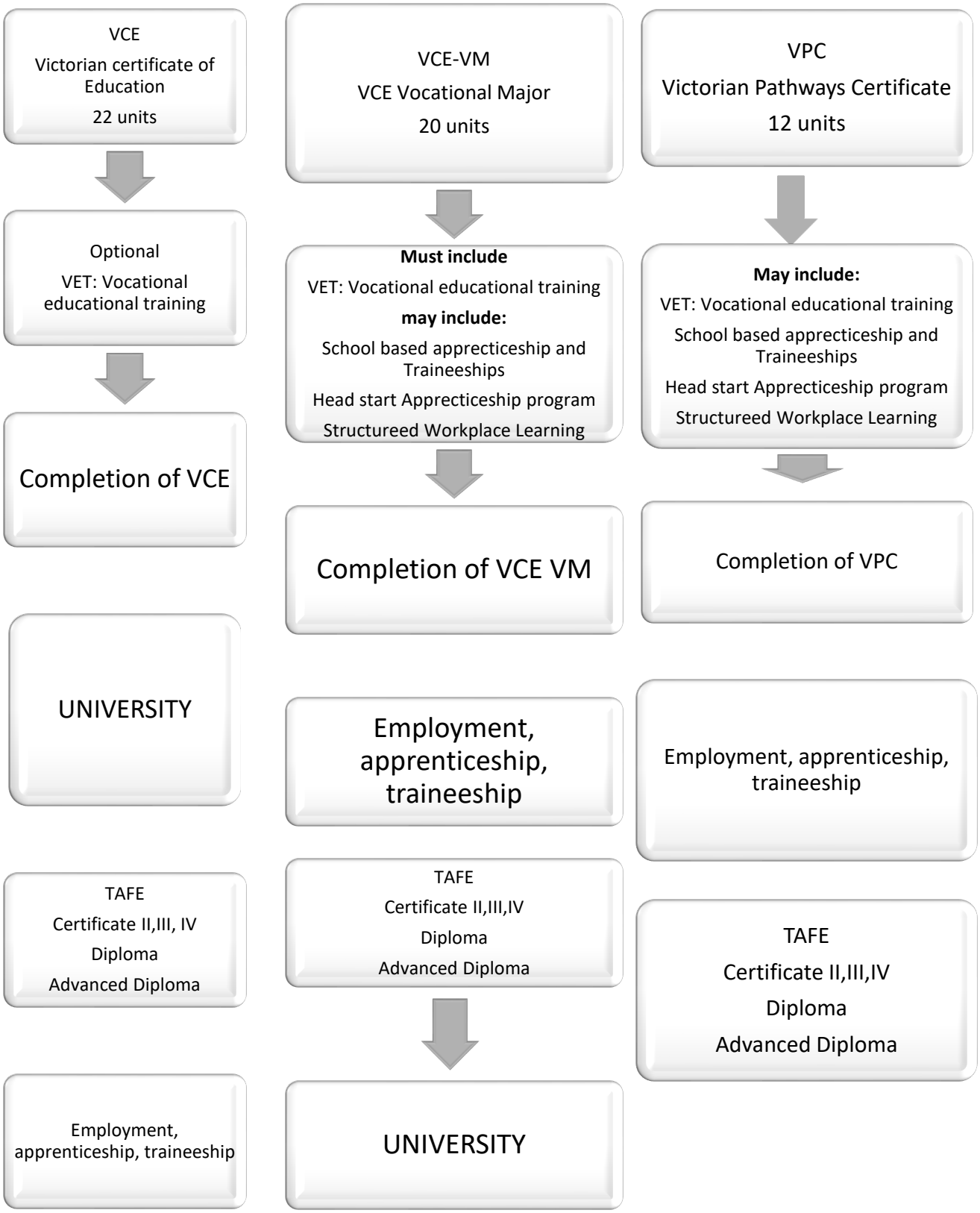
Recommendations from staff:

All staff will make recommendations for VCE studies. You will need to seek advice from your classroom teachers or the KLA leader, who will advise you about the best studies for you to undertake.

Confirming your Course:

After course counselling takes place, your course will be carefully checked. A few students may need to be recounselled if there are problems with their course. Your course will be confirmed in writing during Term 4.

SENIOR SCHOOL PATHWAYS



HEAD START PROGRAM

HEADSTART is placing students into the workforce while they are still at school by starting a part-time apprenticeship or traineeship.

Students can choose Apprenticeships and Traineeship courses in key industries such as Building & Construction, Community Cervices & Health, and Business & Primary industries.

How HEADSTART works at KDC

Depending on the students and employer needs, students will go to school some days and work on the other days. Students may undertake paid employment for 1-2 days a week in Yr 11 & 12.

Not every trade qualifies but if you are in VCE VM or are happy to do a non-ATAR VCE, please see Mr Knights for details or pay a visit to the Head Start office at KDC in the Careers Hub.

Fees may apply to cover costs of tuition & service fees, equipment, clothing and tools.

Head Start

SBAT Program

Head Start is a school-based apprenticeship and traineeship (SBAT) program that helps students in Years 10-12 develop skills, capabilities and confidence that employers in growth industries need.

Head Start students receive paid on-the-job training that contributes to their VCE, VCE Vocational Major (VM) and leads to a qualification.

Each Head Start student receives:

- career planning advice from their school career practitioner to find the right pathway
- a plan for their pathway into a priority industry career, tailored to their specific needs and the needs of their employer
- one-on-one support from a Head Start coordinator to keep them on the right track
- quality-assured training through TAFEs and Skills First providers
- a secondary certificate such as the VCE or VCE Vocational Major (VM)
- completion or significant progress towards a Certificate level qualification
- payment of a fair training wage.

Getting started with Head Start

Students can join the Head Start program by talking to your school's career practitioner, who will connect you with a Head Start Coordinator. The coordinator will carefully match each student with an employer.

Before their apprenticeship or traineeship formally begins, the student completes a work trial to make sure they, their parents, their school and the employer are confident the placement is suitable.

The student, their parent and employer sign a training contract, and the student completes a training plan with a registered training organisation.

Depending on employer needs and student timetables, a Head Start student will normally undertake a minimum of 2 days a week in employment and training.

Head Start students can work at their place of employment on weekends and in the school holidays. Depending on the stage of their training plan, they can transition into a full-time apprenticeship or traineeship when they leave school.

Head Start also supports students 6 months after leaving school, to help make their transition into full-time training and employment an easier process.

For further information about the HEADSTART program and how to apply, please contact the Careers team

SUBJECTS OFFERED

SUBJECTS OFFERED		UNITS OFFERED			
EN	ENGLISH	■	■	■	■
LI	LITERATURE	■	■	■	■
EAL	ENGLISH AS AN ADDITIONAL LANGUAGE	■	■	■	■
HH	HEALTH AND HUMAN DEVELOPMENT	■	■	■	■
PE	PHYSICAL EDUCATION	■	■	■	■
AC	ACCOUNTING	■	■ →	■	■
BM	BUSINESS MANAGEMENT	■	■	■	■
HI	HISTORY (modern history) leads to History revolutions	■	■		
HI	HISTORY REVOLUTIONS			■	■
LS	LEGAL STUDIES	■	■	■	■
SO	SOCIOLOGY	■	■	■	■
IT	LANGUAGES-ITALIAN	■ →	■ →	■	■
JA	LANGUAGES-JAPANESE	■ →	■ →	■	■
GM	MATHEMATICS- GENERAL MATHEMATICS	■	■	■	■
MM	MATHEMATICS- MATHEMATICAL METHODS	■	■ →	■	■
SM	MATHEMATICS- SPECIALIST MATHEMATICS	■	■ →	■	■
BI	BIOLOGY	■	■ →	■	■
CH	CHEMISTRY	■	■ →	■	■
PH	PHYSICS	■	■ →	■	■
PS	PSYCHOLOGY	■	■ →	■	■
FS	FOOD STUDIES	■	■		
SE	SYSTEMS ENGINEERING	■	■	■	■
CBC	22238VIC CERTIFICATE II IN BUILDING & CONSTRUCTION CARPENTRY	■	■	■	■
CKO	SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS	■	■	■	■
ACO	APPLIED COMPUTING	■	■		
DAT	DATA ANALYTICS			■	■
DR	DRAMA	■	■		
MU	MUSIC PERFORMANCE	■	■	■	■
ME	MEDIA	■	■	■	■
AME	ART MAKING AND EXHIBITING	■	■		
VC	VISUAL COMMUNICATION DESIGN	■	■	■	■
VET	EXTERNAL (Choose from Brimbank VET Cluster{BVC} Handbook)	■	■	■	■

➔ **It is strongly recommended that you complete this unit before commencing the following one. All Units 3 & 4 studies must be taken as a sequence.**

↘ **= Leads to …..**

VCE-VM **Units Offered**

	1	2	3	4
LITERACY	■	■	■	■
NUMERACY	■	■	■	■
PERSONAL DEVELOPMENT SKILLS	■	■	■	■
WORK RELATED SKILLS	■	■	■	■
VET (Choose from Brimbank VET Cluster{BVC} Handbook)	■	■	■	■

WHAT IS VET?

Vocational **E**ducation and **T**raining can be completed either as a part of VCE or as the compulsory study for all students undertaking VCE VM. It helps students explore possible career pathways in a practical and hands-on setting while gaining a valuable insight into their chosen industry. Some VET subjects require compulsory work placement as part of their course.

Features of VET

- VET is a two-year program combining studies with accredited education and training which allows students to complete a nationally recognised qualification.
- Provides students with an opportunity to go directly into employment or receive credit towards further study at a TAFE.
- VET allows for the development of industry specific and workplace skills.
- Students may undertake Structured Workplace Learning to demonstrate their acquired skills and knowledge in an industry setting.

How does VET work?

A VET unit is delivered to students via a Registered Training Organisation (RTO), this could be at the student's school or another school nearby that forms part of the cluster.

Contribution to VCE

1. The VET subjects offered by the Brimbank VET Cluster are considered a VCE subject and count towards the 16 units necessary to successfully complete VCE.
2. VET subjects contribute to the ATAR score through either scored assessment or as 10% of the 4th highest subject of a student. In some circumstances there will be no contribution towards an ATAR when units are at the 1 and 2 level only or the students do not complete all the required units of competency.

CONTRIBUTION TO VCE VM:

- VET is a compulsory subject for all students completing the VCE VM.

VET Fees

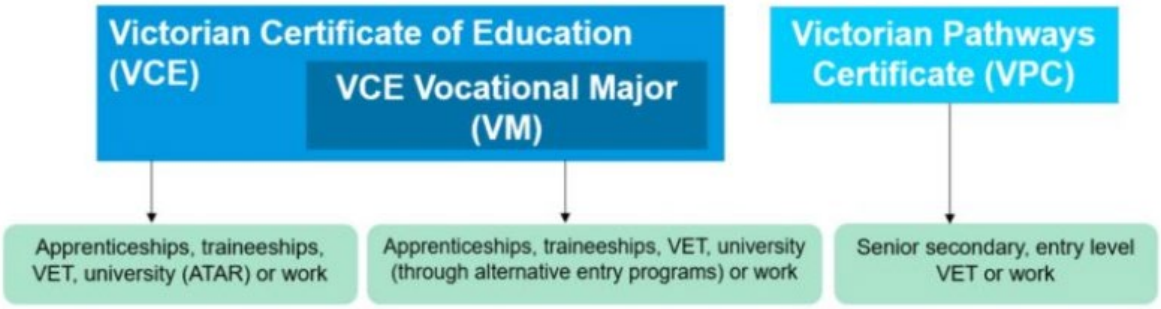
VET material fees are no longer levied to students. They may have to pay for a uniform or equipment they will keep after they finish with the subject.

A comprehensive list of all VET offerings in the Brimbank Cluster is available in the Brimbank VET Cluster student handbook.

Once you have decided on which VET you are applying for you need to complete TWO separate applications. This is the case for both Units 1 & 2 and Units 3 & 4 of a VET certificate. You need to include your VET selection as part of your subjects through your online subject selection for KDC. The link is from your school email account.

The second application is to register your VET selection through the Brimbank VET Cluster (BVC) at www.bvc.vic.edu.au and select register. You will also need to apply for a USI (Unique Student Identifier). Assistance will be at your Course Selection Day. The web link is www.usi.gov.au.

THE VCE/VM AND VCP



WHAT IS VCE VM?

The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification. It opens pathways to university, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce.

The VCE is expanding to include the Vocational Major, a 2-year vocational and applied learning program. It will replace Senior and Intermediate VCAL from 2023.

The VCE Vocational Major will develop your personal and practical life skills. It will help to prepare you for the next important stage of your life.

The VCE Vocational Major offers a pathway into:

- **apprenticeships**
- **traineeships**
- **further education and training**
- **employment**

Applied Learning – the Heart of VCE Vocational Major

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

To get your VCE Vocational Major, you must successfully finish at least 16 units, including:

3 VCE VM Literacy (including a Unit 3–4 sequence)
2 VCE VM Numeracy (including a Unit 3–4 sequence)
2 VCE VM Work Related Skills (including a Unit 3–4 sequence)
2 VCE VM Personal Development Skills (including a Unit 3–4 sequence), and
2 VET credits at Certificate II level or above (180 nominal hours).
N.B. Credits from Structured Workplace Learning may contribute towards completion of WRS.

You will apply knowledge and skills in practical settings such as workplaces. You'll do community-based activities and projects that involve working in a team. You can also meet some course requirements and receive credit for on-the-job learning.

Your teachers will assess your progress through a range of activities, applied learning tasks and community projects. You won't receive an ATAR. This is because there are no external exams, apart from the General Achievement Test and in some scored VCE VET programs. You will be assessed along the continuum including; Excelling, Achieving, Satisfactory or Not Yet Satisfactory and receive a final S (Satisfactory) or N (Not Satisfactory) at the end of each unit at the end of the semester, like the VCE.

Most students will finish their VCE Vocational Major over 2 years.

When you've completed your course, you will receive a Victorian Certificate of Education (VCE) with the additional words 'Vocational Major'.

The following is a summary of some key skills and knowledge students will develop during the VM course over two years:

Literacy

This course will enable students to develop the following communication skills and knowledge of reading, writing and oracy to:

- read, watch, listen to and understand a range of text types (including digital texts) for a variety of audiences and purposes.
- identify, through annotations and summaries, the purpose, audience and context of different text types.
- listen and contribute to small group and whole class discussions.
- compare the structure, language and presentation of different text types (including digital texts)
- plan, create, draft, edit and refine a range of individual responses (including digital texts) to different text types.
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.
- demonstrate respectful digital interactions.

Numeracy

This course will enable students to develop the following skills and knowledge to:

- Use every-day numeracy to make sense of their daily personal and public lives using mathematics including number, shape, quantity and measures, relationships, dimension and direction, data, uncertainty and systematics.
- Apply numeracy for practical purposes in design, construction and measurement of objects in the physical world.
- Gain a greater understanding of numeracy for personal organisation including time management, money and the location of destinations.
- Gain a greater understanding of numeracy for personal, civic, financial, health, vocational and recreational numeracy.

Work Related Skills

This course will enable students to develop the following skills and knowledge to:

- Gain a greater understanding of Careers and learning for the future,
- Present their career and education goals.
- Investigate the skills and capabilities required for employment and further education, including transferable skills and capabilities.
- Investigate industrial relations, workplace environment and practice, including workplace wellbeing and personal accountability and workplace responsibilities and rights.
- Develop effective collaboration and communication for the workplace.
- Develop and present a detailed portfolio.
- Students will need to undertake approximately 80 hours of Structured Workplace Learning in the industry that is directly related to their VET subject.

Personal Development Skills

During the course students will undertake integrated projects with a community focus allowing students to develop skills, knowledge and behaviours that enable them to learn more about:

- Healthy Individuals: Personal Identity and Emotional Intelligence, Community Health and Wellbeing, Promoting a Healthy Life.
- Connecting with Community: What is Community? Community Cohesion, Engaging and supporting community.

- Leadership and Teamwork: Social awareness and interpersonal skills, Effective leadership, Effective teamwork
- How to complete a community project: Planning a community project, implementing a community project, evaluating a community project.

Current Model for VCE VM in 2026-2027

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Work Related Skills	VET COURSE OR STRUCTURED WORKPLACE LEARNING	Literacy	VET COURSE OR STRUCTURED WORKPLACE LEARNING	Personal Development Skills
2	Work Related Skills		Literacy		Personal Development Skills
3	Literacy		Numeracy		Numeracy
4	Numeracy		Numeracy		Numeracy
5	Personal Development Skills		Work Related Skills		Literacy
6	Personal Development Skills		Work Related Skills		Literacy

STRUCTURED WORKPLACE LEARNING IN THE VM/VCE

- Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study as part of the Victorian Certificate of Education (VCE), the VCE Vocational Major or the Victorian Pathways Certificate.

Structured workplace learning provides students with the opportunity to:

- integrate practical on-the-job experience and learning in workplaces with nationally recognised Vocational Education and Training (VET) undertaken as part of the Victorian Certificate of Education (VCE), the VCE Vocational Major or the Victorian Pathways Certificate
- undertake work placement to complement an applied learning program as part of the VCE Vocational Major or the Victorian Pathways Certificate
- demonstrate the practical application of work-related skills as part of VCE Industry and Enterprise.

Structured workplace learning provides the opportunity for:

- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- achievement of some learning outcomes
- enhanced employment opportunities.

Minimum requirements for successful completion of VCE VM is 16 units, including 3 units of Literacy:

VET REQUIREMENTS: The minimum requirements for the VCE Vocational Major includes 2 VET credits at Certificate II or above (180 nominal hours).

	Unit 1	Unit 2	Unit 3	Unit 4
Literacy	■	■	■	■
Numeracy	■	■	■	■
PDS	■	■	■	■
WRS	■	■	■	■
VET (180 hours+)	■	■	■	■
	4 of these 5 Unit 1/2 sequences **must** be completed, including 1 Unit of Literacy.		**4** of these 5 Unit 3/4 sequences **must** be completed, including Literacy ¾	

Certification

Completing the VCE-VM requirements means that students have also completed the requirements of the VCE.Upon satisfactory completion of the VCE-VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

VPC: THE VICTORIAN PATHWAYS CERTIFICATE

The Vocational Pathway Certificate (VPC) is an applied learning program that has greater flexibility than the Vocational Major (VCE VM) to cater for individual strengths and interests and develop the skills and capabilities needed to succeed in the transition to work, senior secondary or VET. The Victorian Pathways Certificate has:

An Applied learning approach

- S or N results are still decided by the teacher
- No external or exam-like assessments, except for some VET subjects
- May be completed in over 1-3 years ** (** Please speak to pathways and VM/VCE Coordinator)
- Mid-year completion available
- Is not a Senior Secondary Certificate
- Has clear suitably guidelines.
- 12 units in total
- Will receive credit for Cert I level VET units.
- Sufficient units for certificate completion

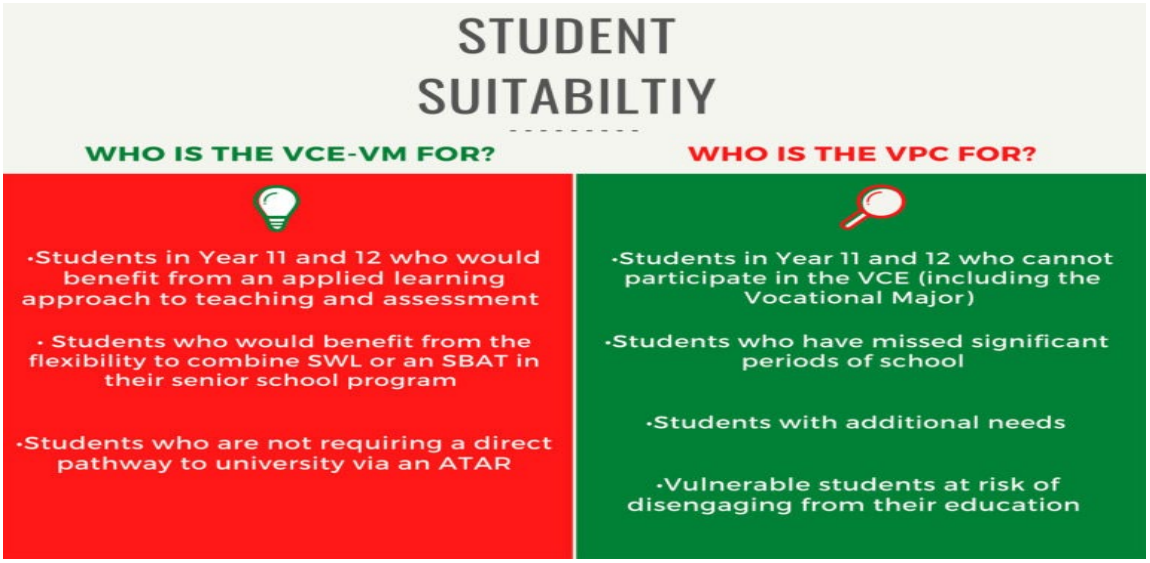
Unit Requirements

To be eligible to receive the Victorian Pathways Certificate (VPC), students must satisfactorily complete a minimum of 12 units, including:

Victorian Pathways Certificate Students complete at least 12 units, including:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development Skills units Students

A VPC program can also include VET, VCE subjects and structured workplace learning.



VCE CURRICULUM

The Victorian Certificate of Education (VCE)

- VCE subjects are called studies.
- Each study runs for 1 semester, for 5 periods per week.
- All studies have a sequence of units- Units 1, 2, 3 & 4.
- To successfully complete a unit, you will need to complete a range of tasks, which include classwork, homework, SACs (school assessed coursework), tests and examinations.

VCE REQUIREMENTS

To be awarded your VCE, you must satisfactorily complete **at least sixteen** units of study. These units must include:

- 3 units from the English group of studies. *(This must include Units 3 & 4 English)*
- 3 other sequences of Units 3 & 4.

OTHER RULES TO FOLLOW:

English

The 3 units you need to be awarded your VCE can be selected from:

- English OR EAL Units 1, 2, 3 & 4

VET STUDIES

- These are real VCE studies, and count towards your VCE.
- If they are scored VET subjects (exam), this score will contribute towards the ATAR.
- You can choose up to 4 VET units, including 1 Unit 3 and 4 sequence.
- A VET subject that is unscored will attract a 10% increment based on your 4th highest subject.

PREREQUISITES

You can undertake any VCE study from Units 1 to 4 you wish without having any previous experience in the study.

- However, **it is highly recommended** that you undertake studies that you have some skill and previous experience with.
- Some studies make very strong recommendations about previous experience, especially at Units 3 and 4. Take careful note of this - your chances of success are much lower if you undertake some studies without previous experience.

REPEATING UNITS

You can repeat VCE studies without incurring any penalty.

Choosing your course

- In Year 11, most students will complete 12 units of study (6 units per semester).
- In Year 12, most students will complete 10 units of study (5 per semester).
- All Year 12 students must complete a minimum of 4 studies (8 units) at KDC in Year 12.

ENGLISH OPTIONS

ENGLISH UNITS 1-4

What's it all about?

The focus of VCE English is on the reading and viewing of a range of texts, film and multimedia, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop skills and confidence in creating written, oral and multimodal texts.

What will I learn?

<table>
<tr><th colspan="2">Reading and Exploring Texts – Analytical Interpretation</th></tr>
<tr><td colspan="2">How meaning is created in a text through the exploration and analysis of how authors use structures, conventions and language to represent characters, settings, events, explore ideas, and build the world of the text for the reader in conjunction with how the meaning of a text is affected by the contexts in which it is created and read.</td></tr>
<tr><th>Crafting and Creating Texts</th><th>Exploring Argument –
Argument Analysis and Point of View oral presentation</th></tr>
<tr><td>• Develop an understanding of effective and cohesive writing.
• How to construct texts for specific contexts, purposes and audiences
• Describe your decisions made about vocabulary, text structures, language features and conventions during the writing process</td><td>• The ways authors construct arguments and features of written, spoken and multimodal texts to position audiences to impact and position audiences to share a point of view.
• The conventions of discussion and debate and features of analytical responses to texts
• Oral presentation - to develop a viewpoint on an issue, prepare argument and its supporting evidence, to engage and position the target audience to share their point of view.</td></tr>
</table>

What types of things will I do?

SACs may include analytical responses to written and audio-visual texts, crafting and creating texts in response to stimuli, analysis of persuasive texts and how argument and language is used by authors to position audiences, and a point of view oral presentation of a current media issue.

What skills will I require to complete this subject?

- Ability to identify, analyse and discuss ideas, views, values and issues represented in set texts.
- Ability to develop written structured extended responses.
- Effective communication skills (written and oral)
- Ability to explore and support ideas, points of view and issues orally, and listening to others.

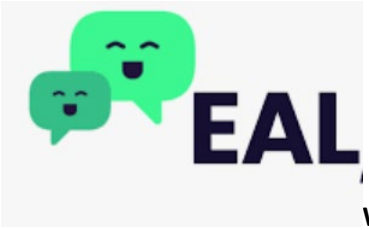
What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	ENGLISH AND/OR LITERATURE
YEAR 12	ENGLISH AND/OR LITERATURE

Why choose this subject?

English is a compulsory subject, but you are able to choose between the three strands, subject to recommendations. You should choose the one that interests you most.

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1-4



What's it all about?

The focus of VCE EAL is on the reading and viewing of a range of texts, film and multimedia, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop skills and confidence in creating written, oral and multimodal texts. Students will also develop and refine their listening skills.

What will I learn?

<table>
<tr><th colspan="2">Reading and Exploring Texts – Analytical Interpretation</th></tr>
<tr><td colspan="2">How meaning is created in a text through the exploration and analysis of how authors use structures, conventions and language to represent characters, settings, events, explore ideas, and build the world of the text for the reader in conjunction with how the meaning of a text is affected by the contexts in which it is created and read.</td></tr>
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<tr><td>• Develop an understanding of effective and cohesive writing.
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• Describe your decisions made about vocabulary, text structures, language features and conventions during the writing process</td><td>• The ways authors construct arguments and features of written, spoken and multimodal texts to impact and position audiences to share a point of view.
• The conventions of discussion and debate and features of analytical responses to texts
• Oral presentation - to develop a viewpoint on an issue, prepare argument and its supporting evidence, to engage and position the target audience to share their point of view.</td></tr>
</table>

What types of things will I do?

SACs may include:

analytical responses to written and audio-visual texts, crafting and creating texts in response to stimuli, analysis of persuasive texts and how argument and language is used by authors to position audiences, and a point of view oral presentation of a current media issue. Comprehension task of the socio-historical knowledge of a film text.

What skills will I require to complete this subject?

- Ability to identify, analyse and discuss ideas, themes and issues in set texts.
- Ability to develop written structured extended responses.
- Effective communication skills (written and oral)

- Ability to explore and support ideas, points of view and issues orally, and listening to others.

What can this subject lead to?

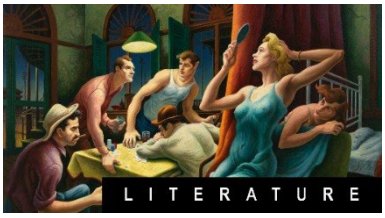
POSSIBLE PATHWAY (depending on eligibility)	
YEAR 11	ENGLISH AS AN ADDITIONAL LANGUAGE
YEAR 12	ENGLISH AS AN ADDITIONAL LANGUAGE

Why choose this subject?

EAL is an alternative to VCE English for all students who meet the following eligibility requirements: *To qualify for **EAL** in VCE a student must have no more than 7 years with English as their main language of instruction or have less than 7 years' residency in a predominately English-speaking country (at the time of completion of Year 12).*

LITERATURE UNITS 1-4

Literature study has a focus on the enjoyment gained through the close reading of a variety of literary texts including novels, plays, short stories, films, poetry and non-fiction. Students have lively discussions about the meanings of texts to explore and develop their own interpretations and challenge or affirm their own values and beliefs about humanity.



What will I learn?

Semester One – Unit 1	**Semester Two – Unit 2**
• Reading practices • Exploration of literary movements and genres	• Voices of Country • The texts in its context
Semester One – Unit 3	**Semester Two – Unit 4**
• Adaptations and Transformations • Developing Interpretations	• Creative Responses to Texts • Close Analysis of texts

What types of things will I do?

SACs may include:

- Close reading and viewing of texts.
- Discussions and presentations
- Exploration of texts through focus questions
- Guided research
- Analytical and creative written responses

What skills will I require to complete this subject?

- Strong ability to closely read a text to gain meaning.
- Ability to explore and support ideas, develop an interpretation and apply understanding of literary criticism.
- Ability to articulate clear views about a text both verbally and in writing.

- Ability to write structured, coherent critical responses.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	LITERATURE AND/OR ENGLISH
YEAR 12	LITERATURE AND/OR ENGLISH

Why choose this subject?

If recommended for Literature, you should choose to do so if you love reading the deeper, philosophical texts that explore humanity and society. Literature offers an enjoyable experience in studying a variety of classic and modern texts considered a part of the Literary Canon. Such texts include novellas, novels, short stories, plays, poems and film adaptations. Furthermore, you will develop your writing skills in a meaningful way.

Please note: Year 11 Literature cannot be chosen as a VCE Access Subject. Students must complete a Year 10 English subject first.

English Pathways

Option	Year 10	Year 11	Year 12
1	English OR Advanced English	English 1 & 2 Literature 1 & 2	English 3 & 4 Literature 3 & 4
2	English OR Literacy	VM Literacy 1 & 2	VM Literacy 3 & 4
3	EAL	EAL 1 & 2 (dependent on eligibility)	EAL 3 & 4 (dependent on eligibility)

PLEASE NOTE:

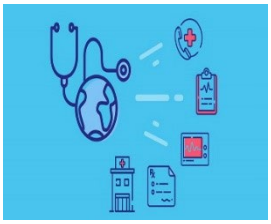
English Requirements will continue to be three units from the English group, with at least two units at Unit 3 and Unit 4 level. Students may **not** obtain credit for both English Units 3 & 4, and English (EAL) Units.

HEALTH & PE OPTIONS

HEALTH AND HUMAN DEVELOPMENT UNITS 1-4

What's it all about?

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. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.



What will I learn?

UNIT 1: Understanding Health & Wellbeing	**UNIT 2: Managing Health and Development**
• Understanding the dimensions of health and wellbeing • Analysing the impact of nutrition on youth health and wellbeing • Examining the health issues impacting on Australia's youth	• Understanding the dimensions of development • Developmental transitions from the prenatal stage of the lifespan to adulthood • Describing the aspects of Australia's healthcare system
UNIT 3: Australia's Health in a Globalised World	**UNIT 4: Health and Human Development in a Global Context**
• Analysing the health status of population groups within Australia • Describing improvements in health status in Australia from 1900 to today • Evaluating the role of health promotion in improving the health of Australians	• Evaluating data to describe similarities and differences in health status between Australia and low-income countries. • Discussing key features of the World Health Organisation's 'Sustainable Development Goals' • Evaluating the effectiveness of programs designed to address the Sustainable Development Goals

What types of things will I do?

Research investigations, class discussions, analysing case studies, researching new health technologies, analyse data on the health of Australia and the World.

SACs may include: Structured short answer and extended response questions, data analysis, case studies, exam.

What skills will I require to complete this subject?

Effective summarising and note taking, ability to analyse data, evaluation of programs to improve health, ability to form short answer and extended response questions.

What can this subject lead to?

Careers in Health Science, Nursing, Midwifery, Allied Health, Nutrition, Public Health

POSSIBLE PATHWAY	
YEAR 11	Health and Human Development
YEAR 12	Health and Human Development

Why choose this subject?

Choose this subject if you are interested in learning about the factors that influence health, and investigating how to improve individual, national and global health.

PHYSICAL EDUCATION UNITS 1- 4

What's it all about?

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Students participate in practical activities to examine the core concepts that underpin movement and influence performance and participation in physical activity, sport and exercise.

What will I learn?

Units 1 & 2	Units 3 & 4
Unit 1 – The Human Body in Motion	**Unit 3 – Movement Skills & Energy for Physical Activity**
• Understanding how the musculoskeletal system produces movement. • Understanding how the cardiorespiratory system functions at rest and during physical activity • Evaluating the social, cultural and environmental enablers and barriers to participation in movement • Investigating the legal and illegal use of substances from an ethical and biophysical perspective	• Analysing movement skills to improve performance • Application of feedback to improve performance • Application of a variety of biomechanical principles to improve performance • Examine the role of the cardiovascular, muscular and respiratory systems to produce and supply the body with energy and oxygen during exercise. • Application of energy system interplay during physical activity
Unit 2 – Physical Activity, Sport & Society	**Unit 4 – Training to Improve Performance**
• Understanding the concept of physical activity and sedentary behaviour • Examining participation in physical activity amongst different population groups • Examining the different types of physical activity participation in physical activity • Investigating how participation in physical activity can vary across a lifespan.	• Analysing data of physical activity to determine the fitness levels of an athlete • Application of appropriate fitness tests and ensuring it is valid and reliable. • Implement, apply and evaluate training principles and training methods to improve performance. • Understand the chronic adaptations that occurs as a result of exercise.

What types of things will I do? Practical labs, data analysis, reflective folios, case study analysis, structured questions, written reports, visual presentations and class discussions.

SACs may include: Data analysis, practical labs, case study analysis, structured questions & reflective folio.

What skills will I require to complete this subject? The ability to read and interpret data, develop written extended responses using data and the ability to answer questions holistically. Students will be required to apply the key knowledge and skills to practical sessions.

What can this subject lead to? Exercise Science, Sports Science, Physiotherapy, Coaching, Sports Psychology, Teaching, Strength and Conditioning Coaching, Personal Training and Sports Management.

POSSIBLE PATHWAY	
YEAR 11	Physical Education
YEAR 12	Physical Education

Why choose this subject? Choose this subject if you are interested in learning about: how the body systems work together to create movement, why people participate in physical activity, how to improve an athlete's skill and fitness levels.

HEALTH AND PHYSICAL EDUCATION PATHWAYS

OPTIONS	YEAR 10	YEAR 11	YEAR 12
1	Health and Human Development	Health and Human Development 1 & 2	Health and Human Development 3 & 4
2	Advanced PE	Physical Education 1 & 2	Physical Education 3 & 4
3	Sports Leadership, Sport and Recreation AND/OR Advanced Soccer	VET Certificate III in Sport & Recreation *Only available for VCE-VM students*	VET Certificate III in Sport & Recreation *Only available for VCE-VM students*

PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Health and Physical Education subjects.

Be aware that enrolment into VCE Health and Human Development and/or Physical Education subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Explore and Physical Education, and the appropriate Year 10 Health and Human Development and/or Physical Education subject.

HUMANITIES OPTIONS

ACCOUNTING UNITS 1- 4

What's it all about?

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

What will I learn?

UNIT 1: The Role of Accounting in Business	**UNIT 2: Accounting and Decision Making for a Trading Business**
• establishment of a business and the role of accounting in the determination of business success or failure • record financial data and prepare reports for service businesses and • ethical considerations faced by business owners.	• accounting process for sole proprietors operating a trading business. • analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. • ethical considerations faced in accounting by a trading business.
UNIT 3: Financial Accounting for a Trading Business	**UNIT 4: Recording, Reporting, Budgeting and Decision Making**
• financial accounting for a trading business owned by a sole proprietor and accounting as an information system and • double entry system of recording financial data and using the accrual basis of accounting.	• extended understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods and • analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

What types of things will I do? Analyse and discuss financial reports of businesses, case studies relating to ethical behaviours, investigation of starting a business, analysing and class discussions on financial indicators and their relationships using graphs, charts and tables.

SACs may include assessments tasks for each outcome which can be a mix of ICT and written extended responses. There will also be a research investigation as well as the end of semester exams for Unit 1 & 2.

What skills will I require to complete this subject?

Logical and mathematical reasoning, effective note taking and summarizing, keeping up to date with current business issues, ability to discuss multiple viewpoints, writing skills needed for extended responses.

What can this subject lead to?

VCE Accounting may lead students to consider careers in areas such as financial accounting, management accounting, forensic and investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning. Many students have gone onto university to complete a Diploma of Accounting or a Bachelor of Accounting.

POSSIBLE PATHWAY	
YEAR 11	Accounting Units 1 and 2

YEAR 12	Accounting Units 3 and 4

Why choose this subject? If you have an ability for logical and mathematical reasoning (not MATHS) AND plan on being an entrepreneur and need the fundamental business and accounting knowledge.

BUSINESS MANAGEMENT UNITS 1- 4

What's it all about?

VCE Business Management examines the ways businesses manage resources to achieve objectives and follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. Students consider changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources. A range of management theories are considered and compared with management in practice through contemporary case studies. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

What will I learn?

UNIT 1- Planning a Business	**UNIT 2 – Establishing a Business**
• Investigating how business ideas are created and how conditions can be fostered for new business idea emerges. • Explore the factors within the internal business environment and consider how planning decisions involving these factors may affect the ultimate success of a business. • Examining a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. • Exploring some of the issues that need to be considered before a business can be established.	• Understanding how a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. • Examining the legal requirements that must be satisfied to establish a business. • Investigating 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. • Analysing various management practices in this area by applying this knowledge to business case studies.
UNIT 3 - Managing a Business	**UNIT 4 – Transforming a Business**
• Examining the different types of businesses and their respective objectives. • Considering corporate culture, management styles, management skills and the relationship between each of these. • Investigating strategies to manage both staff and business operations to meet objectives. • Understanding of the complexity and challenge of managing businesses and through the use of business case studies, have the opportunity to compare theoretical perspectives with current practice.	• Evaluating the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. • Studying a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. • Investigating the importance of leadership in change management. • Analysing business case studies to evaluate business practice against theory.

What types of things will I do? School based business, research projects, reports, case studies, tests and examinations

SACs may include research reports, case study, structured questions, simulated business activity, and an exam.

What skills will I require to complete this subject? Sound literacy skills, and an interest in reading a variety of business-related news articles outside of class time, effective summarising and note-taking, developing written structured extended responses using evidence from research and case studies.

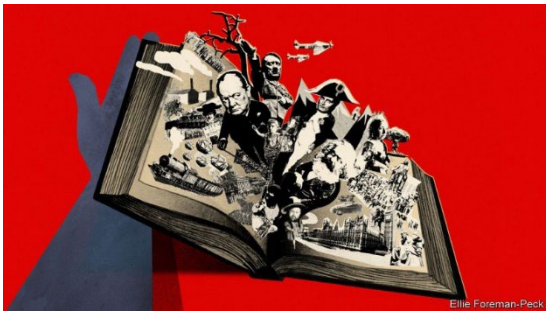
What can this subject lead to?

VCE Business Management may lead students to consider careers in areas such as a small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations, and event management. Many students have gone onto university to complete a Diploma of Business Management or a Bachelor of Business Management.

POSSIBLE PATHWAY	
YEAR 11	Business Management Units 1 and 2
YEAR 12	Business Management Units 3 and 4

Why choose this subject? Choose this subject if you have an interest in business, current issues and events, a willingness to undertake practical research, and a willingness to participate in class discussion and sharing of ideas.

HISTORY UNITS 1-4



What's it all about?

History for VCE is about emerging ideologies at the beginning of the 20th century and the impact of the Cold War and the developments and consequences on nations and peoples. In VCE Revolutions, students investigate the significant historical causes and consequences of revolution. Students will investigate political and social change, transformation, and progress in a post-revolutionary society. They will also consider the challenges presented by revolutionary ideals and the extreme measures of violence, oppression and terror.

What will I learn?

UNIT 1: Modern History – Change and Conflict	UNIT 2: Modern History – The Changing World Order

• Examine the social, political, economic and cultural change in the later part of the 19th Century and the first half of the 20th Century. • Explore the emergence of new political ideologies prior to World War Two • Analyse the consequences of World War One and the causes of World War Two. • Analyse the continuity and change in the lives of everyday people in the first half of the 20th Century.	• Understanding the causes of the Cold War and its impact on Soviet US relations. • Exploration of proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War. • Examine the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups during the second half of the 20th century and first decade of the 21st century.
UNIT 3: American Revolution	**UNIT 4: Russian Revolution**
• Understand the triggers that caused the Revolutionary War. • Examining how the Sons of Liberty ignited a spark for independence. • Analyse the struggles facing the new nation of America. • Examine how much society changed after the American Revolution.	• Examine a range of triggers that can lead to revolution. • Understanding the interplay between groups and individuals and assess how they can be instrumental in challenging the status quo and contribute to the outbreak of revolution. • Explore the aftereffects of the 1915 and 1917 revolutions on the new regime.

What types of things will I do? Research global events and issues, analysing images, documentaries, propaganda, class discussions, providing arguments for and against an issue by locating appropriate evidence.

SACs may include primary source analysis, historical inquiry, tests, essays and exams.

What skills will I require to complete this subject? Reading, note taking, ability to interpret and analyse information from a variety of sources.

What can this subject lead to?

VCE History may lead students to consider careers in areas such as Law, Geography, History, Research, Education and/or Archaeology.

POSSIBLE PATHWAY	
YEAR 11	History Units 1 and 2 (Modern History)
YEAR 12	History Units 3 and 4 (Revolutions)

Why choose this subject? Choose this subject if you are interested in learning about the past. The impact that the 20th century had on the world and how revolution affects the way in which we live today.

LEGAL STUDIES UNITS 1-4

What's it all about?

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, lawmakers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.

What will I learn?

UNIT 1 – The Presumption of Innocence	**UNIT 2 – Wrongs and Rights**
• Need for laws. • Types of crimes, rights, and responsibilities. • Law-making in parliament and courts.	• How disputes are resolved. • Investigation of case studies. • Protection of rights in Australia.
UNIT 3 – Rights and Justice	**UNIT 4 – The People, the Law and Reform**
• Law making in parliament and the courts. • Comparison Australian parliament with another jurisdiction. • Methods influencing changing laws.	• Relationship between law-making bodies, citizens, and the Constitution. • Structures protecting the people. • Significance of the High Court.

What types of things will I do?

Research investigations, discussions on contemporary issues and cases, analyse case studies, video clips, readings, evaluating the strengths and weaknesses of methods, institutions, and structures.

SACs may include a combination of reports, short answer questions, essays, case studies, a test, a folio of exercises, a classroom presentation and an exam.

What skills will I require to complete this subject?

The skills you will require are research, analysis, problem solving, decision making, reasoning, and critical thinking.

What can this subject lead to?

VCE Legal Studies may lead students to consider careers in areas such as Youth, Community and/or Social Work, Careers with Police or Law Enforcement agencies, careers in Legal Aid and Representation. Many students who study Legal Studies go on to do further education in one or more of the following fields: Arts, Social Sciences, Criminal Justice, or Law.

POSSIBLE PATHWAY	
YEAR 11	Legal Studies Units 1 and 2
YEAR 12	Legal Studies Units 3 and 4 and/or Sociology Units 3 and 4

Why choose this subject?

Choose this subject if you are interested in learning about the rights and responsibilities of people, the governing powers which shape the society we live in, and enjoy relating your studies to contemporary, real-life scenarios.

SOCIOLOGY UNITS 1- 4

What's it all about?

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

What will I learn?

UNIT 1: Youth & Family	**UNIT 2: Deviance & Crime**
• Understanding why the category of youth is viewed negatively in society. • Examining the factors that make the experiences of youth quite diverse. • Understanding how the structure of the family has changed over time	• Understanding how and why certain behaviours are considered deviant in different societies. • Examining the factors that lead to deviant and criminal behaviours. • Evaluating the effectiveness of punishment in reducing deviant behaviours
UNIT 3: Australian Indigenous Culture & Ethnicity	**UNIT 4: Community, Social Movements and Social Change**
• Examining a range of factors that influence the way that Indigenous Australians are viewed and understood. • Explaining misconceptions about culture and race. • Understanding the factors that contribute to an ethnic group's sense of belonging in multicultural Australia.	• Investigating the influence of different factors on the experiences of people in a local community • Examining how the concept of community has changed over time. • Analysing the purpose of social movements and their use of power to achieve social change.

What types of things will I do?

Research investigations and interviews, analysing articles, images, documentaries, tables and graphs, class discussions, providing arguments for and against and issue by locating appropriate evidence.

SACs may include short answer response tests, representation analysis, research reports, extended responses and an exam.

What skills will I require to complete this subject?

Reading a variety of texts outside of class time, effective summarising and note-taking, ability to discuss issues from multiple viewpoints and develop written structured extended responses using evidence from research and interviews.

What can this subject lead to?

VCE Sociology may lead students to consider careers in areas such as Youth, Community and/or social work, Careers with Police or Law Enforcement agencies, careers in Legal Aid and Representation. Many students who study Legal Studies go on to do further education in one or more of the following fields: Arts, Social Sciences, Criminal Justice or Law.

POSSIBLE PATHWAY	
YEAR 11	Sociology Units 1 and 2
YEAR 12	Sociology Units 3 and 4 or Legal Studies Units 3 or 4

Why choose this subject?

Choose this subject if you are interested in learning about the attitudes, values, and behaviours of different groups in society and enjoy research.

HUMANITIES PATHWAYS

Option	Year 10	Year 11	Year 12
1	ACCOUNTING	ACCOUNTING 1 & 2	ACCOUNTING 3 & 4
2	BUSINESS MANAGEMENT	BUSINESS MANAGEMENT 1 & 2	BUSINESS MANAGEMENT 3 & 4
3	HISTORY	MODERN HISTORY 1 & 2	HISTORY REVOLUTIONS 3 & 4
4	LEGAL STUDIES	LEGAL STUDIES 1 & 2 AND/OR SOCIOLOGY 1 & 2	LEGAL STUDIES 3 & 4 AND/OR SOCIOLOGY 3 & 4
5	SOCIOLOGY	SOCIOLOGY 1 & 2 AND/OR LEGAL STUDIES 1 & 2	SOCIOLOGY 3 & 4 AND/OR LEGAL STUDIES 3 & 4

PLEASE NOTE:
These pathways are simply recommendations.

Year 10 students have access to any Humanities subject.

Be aware that enrolment into VCE Humanities subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Humanities and the appropriate Year 10 Humanities subject.

LANGUAGES OPTIONS

LANGUAGES ITALIAN UNITS 1-4

What's it all about?

In the Year 11 and 12 course you will have an exciting range of experiences and continue to work together with your classmates and teacher. You will further develop your communication skills by speaking with your classmates and teacher in Italian. You will also learn about topics that revolve around the themes of the Individual, Italian Speaking Communities and the World Around Us, as prescribed in the VCE Italian Study Design.

What will I learn?

UNIT 1	**UNIT 2**
• Exchange meaning in a spoken interaction in Italian. • Interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and in English • Present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose	• Respond in writing in Italian to spoken, written or visual texts presented in Italian. • Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian. • Explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.
UNIT 3	**UNIT 4**
• Participate in a spoken exchange in Italian to resolve a personal issue. • Interpret information from texts and write responses in Italian. • Express ideas in a personal, informative or imaginative piece of writing in Italian.	• Share information, ideas and opinions in a spoken exchange in Italian. • Analyse information from written, spoken and viewed texts for use in a written response in Italian. • Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.

What types of things will I do?

You will engage in conversation practice with your classmates and teacher, complete reading and comprehension activities as well as reading short stories with your class, work collaboratively in groups, play language games, translate and interpret texts, watch Italian films and television programs and complete film-as-text studies, listen to Italian music as well as do other listening activities and further improve your writing skills by writing different texts.

SACs may include:

Role plays, class presentations, interviews, listening, viewing, reading and responding tasks, writing tasks (e.g. diary entries, emails, letters, reviews, blogs etc.) for different purposes (e.g. personal, imaginative, informative, evaluative, and persuasive).

What skills will I require to complete this subject?

You will need to be able to create original texts in Italian, link and sequence information and ideas, identify, interpret and evaluate key concepts from written, spoken or audio-visual texts, develop strategies for self-correction by referencing your developing understanding of grammar and context and communicate thoughts and opinions both orally and in written form.

What can this subject lead to?

Bachelor of Arts with a range of majors including history, art, politics, language etc., Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration roles, Fashion design.

POSSIBLE PATHWAYS	
YEAR 11	Year 12 Italian
YEAR 12	Degrees, diplomas and careers as seen above

Why choose this subject?

Choose this subject if you are interested in: Travel, learning about and building empathy and understanding about other languages and cultures, learning specifically about Italian culture e.g., Music, art, architecture, design, fashion, cuisine, sport or if you're interested in teaching Italian and communicating with Italian friends and relatives or planning to work, study or live in Italy.

LANGUAGES JAPANESE UNITS 1- 4

What's it all about?

In the Year 11 and 12 course you will have an exciting range of experiences and make new friends. You will communicate with other students in Japanese and with our Japanese teachers. You will also learn about topics that revolve around the themes of the Individual, Japanese Speaking Communities and the World Around Us, as prescribed in the VCE Japanese Second Language Study Design.

What will I learn?

UNIT 1	**UNIT 2**
• Exchange meaning in a spoken interaction in Japanese. • Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English • Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose	• Respond in writing in Japanese to spoken, written or visual texts presented in Japanese. • Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese. • Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.
UNIT 3	**UNIT 4**
• Participate in a spoken exchange in Japanese to resolve a personal issue. • Interpret information from texts and write responses in Japanese. • Express ideas in a personal, informative or imaginative piece of writing in Japanese.	• Share information, ideas and opinions in a spoken exchange in Japanese. • Analyse information from written, spoken and viewed texts for use in a written response in Japanese. • Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

What types of things will I do?
Cloze activities, reading and comprehension activities, group activities, language games both online and in class, translations, viewing Japanese films and television programs, listening to Japanese music, listening activities, writing tasks.

SACs may include:
Role plays, class presentations, listening, viewing, reading and responding tasks, writing tasks (e.g. diary entries, emails, letters, reviews, blogs etc.) for different purposes (e.g. personal, imaginative, informative, evaluative, and persuasive).

What skills will I require to complete this subject?
Create original texts in Japanese, link and sequence information and ideas, identify, interpret and evaluate key concepts from written, spoken or audio-visual texts, develop strategies for self-correction by referencing your developing understanding of grammar and context, communication of thoughts and opinions both orally and in written form.

What can this subject lead to?
Bachelor of Arts with a range of majors including history, art, politics, language etc., Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration roles, Animation (Anime)

POSSIBLE PATHWAYS	
YEAR 11	Year 12 Japanese
YEAR12	Degrees, diplomas and careers as seen above

Why choose this subject?
Choose this subject if you are interested in travel, learning about other languages and cultures, learning specifically about Japanese culture e.g. Music, art, architecture, design, fashion, cuisines, teaching Japanese, communicating with Japanese friends and relatives, planning to study/work/live in Japan.

Languages Pathways

Option	Year 10	Year11	Year 12
1	Italian	Italian 1 & 2	Italian 3 & 4
2	Japanese	Japanese 1 & 2	Japanese 3 & 4

PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to a VCE Languages subject (either Italian or Japanese).

The study of Languages is sequential; a student cannot undertake Year 12 Italian or Japanese without having done Year 11.

Be aware that enrolment into VCE Languages subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Languages and the appropriate Year 10 Languages subject.

MATHS OPTIONS

GENERAL MATHEMATICS UNITS 1-2

What's it all about?

Students will apply mathematical concepts and acquire and develop skills in carrying out mathematical rules and techniques. These skills will then be employed in solving a range of real-life applications. This subject is for students who have reasonable understanding of Mathematics and aim to study Unit 3 & 4 General Mathematics.

UNIT 1	UNIT 2
• Linear Relations & Modelling • Sequences and Finance • Measurement, Scale and Similarity • Applications of Trigonometry	• Investigating & Comparing Data Distributions • Investigating Relations between two Numerical variables • Graphs & Networks • Matrices

What will I learn?

What types of things will I do?

Set class work including Chapter exercises, modelling activities, timed tasks, tests and SACs and exams.

SACs may include: Modelling tasks and open-ended questions.

What skills will I require to complete this subject?

You require a knowledge of mathematical reasoning skills in analysing and interpreting data and understanding of the areas of study and their applications. Competent use of the CAS calculator is required.

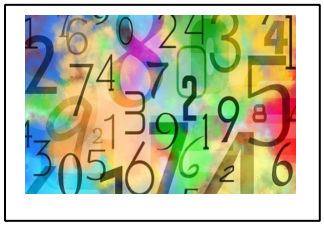
What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	General Mathematics
YEAR 12	General Mathematics

Why choose this subject?

Choose this subject if you are interested in learning about how to analyse data, predict outcomes, model real life situations algebraically and use mathematics in the financial world.

GENERAL MATHEMATICS UNITS 3-4



Students will apply mathematical concepts and acquire and develop skills in carrying out mathematical rules and techniques. These skills will then be employed in solving a range of real-life applications. This subject is for students who have reasonable understanding of Mathematics.

General Mathematics can be taken on its own or with Mathematical Methods Units 3 and 4. Students undertaking this subject should have successfully completed any Unit 1 & 2 VCE Mathematics subject.

What will I learn?

UNIT 3	UNIT 4
• Data Analysis • Recursion & Financial Modelling	• Networks & Decision Mathematics • Matrices

What types of things will I do?
Set class work including Chapter exercises, modelling activities, timed tasks, tests and SACs and exams.

SACs may include analysis/modelling tasks and open-ended questions.

What skills will I require to complete this subject?
You require a knowledge of Algebra, Statistics, Recursion, Matrices and Networks as well as a higher order thinking/mathematical reasoning skills.

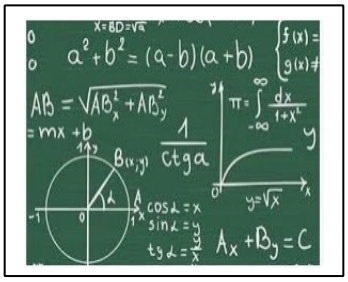
What can this subject lead to?
Further study at university or TAFE

POSSIBLE PATHWAY	
YEAR 11	General Mathematics
YEAR 12	General Mathematics

Why choose this subject?
Choose this subject if you are interested in learning about how to analyse data, predict outcomes, model real life situations algebraically and use mathematics in the financial world.

MATHEMATICAL METHODS UNITS 1-2

What's it all about?
Mathematical Methods Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.
Students taking this subject should have a strong mathematical understanding and have successfully completed either Advanced Mathematics or Mathematical Methods Semester 2. Students will be expected to be proficient in the use of the CAS calculator.



What will I learn?

UNIT 1	UNIT 2
• Functions, relations and graphs • Algebra, number and structure • Calculus (rates of change) • Data analysis, probability and statistics • Pseudocode and algorithms	• Functions, relations and graphs • Algebra, number and structure • Calculus (differential calculus) • Data analysis, probability and statistics • Pseudocode and algorithms

What types of things will I do?
Set class work including Chapter exercises, summary and review notes, application tasks, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

SACs may include: topic tests, application tasks, modelling/problem solving tasks, Technology and Technology free exams.

What skills will I require to complete this subject?
In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs and differentiation with and without the use of technology.

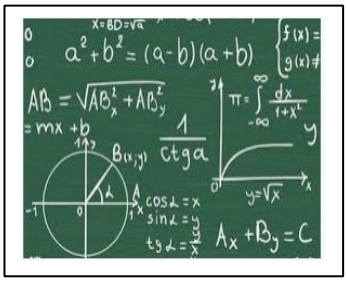
What can this subject lead to?
Further studies at university in areas such as engineering, mathematics and science.

Possible pathways in Year 12
• Mathematical Methods Units 3&4
• Mathematical Methods Units 3&4 and Specialist Units 3&4
• Mathematical Methods Units 3&4 and General Mathematics Units 3&4
• General Mathematics Units 3&4
• Mathematical Methods Units 3&4, Specialist Mathematics Units 3&4 and General Mathematics Units 3&4

Why choose this subject?
Mathematical Methods is for students who have a strong interest or aptitude in mathematics. This subject is a prerequisite or strongly recommended for many courses involving mathematics, sciences, economics/commerce and medicine.

MATHEMATICAL METHODS UNITS 3-4

What's it all about?
Mathematical Methods Units 3 and 4 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.
Algebra manipulation is vital in much of the content as is proficiency in the use of the CAS calculator.
Mathematical Methods Units 3 and 4 develop and extend the material contained in Mathematical Methods Units 1 and 2, and familiarity with this material is assumed.



What will I learn?

UNIT 3	UNIT 4
• Algebra, number & structure • Functions, relations & Graphs • Calculus	• Calculus • Probability & Statistics

What types of things will I do?
Set class work including Chapter exercises, summary and review notes, application tasks, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

SACs include:
One Application task in Unit 3 and two Modelling/Problem solving tasks in Unit 4.

What skills will I require to complete this subject?
In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

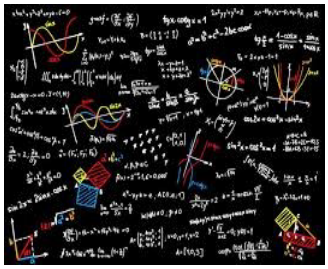
What can this subject lead to?
Further studies at university in areas such as Engineering, Mathematics and Science.

Why choose this subject?

Mathematical Methods is for students who have a strong interest or aptitude in mathematics. This subject is a prerequisite or strongly recommended for many courses involving mathematics, sciences, economics/commerce and medicine.

SPECIALIST MATHEMATICS UNITS 1-2

What's it all about?
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.



Students who study Specialist Mathematics Units 1&2 must also study Mathematical Methods Units 1 and 2 or have completed Mathematical Methods Units 1&2 previously. Students are expected to have excelled in either Mathematical Methods Semester 2 or Advanced Maths in year 10.

What will I learn?

UNIT 1	UNIT 2
• Proof and Number • Graph Theory • Logic and algorithms • Discrete Mathematics • Sequences & Series • Combinatorics • Matrices	• Trigonometry • Vectors • Sampling and Statistics • Calculus • Transformations • Complex Numbers • Functions relations and graphs

What types of things will I do?
Set class work including Chapter exercises, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

What skills will I require to complete this subject?
In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

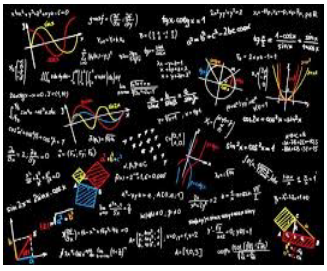
What can this subject lead to?

Possible pathways in Year 12
• Mathematical Methods Units 3&4 and Specialist Mathematics Units 3&4
• Mathematical Methods Units 3&4
• Mathematical Methods Units 3&4 and General Mathematics Units 3&4
• General Mathematics Units 3&4
• Mathematical Methods Units 3&4, Specialist Mathematics Units 3&4 and General Mathematics Units 3&4

Why choose this subject?
Specialist Maths is recommended for students planning to undertake further study in **mathematics** – or those who have a strong interest or aptitude in mathematics. Specialist Maths students will find many university mathematics and science courses much easier than other students. It is particularly helpful if choosing a career in Engineering and Mathematical Sciences.

SPECIALIST MATHEMATICS UNITS 3-4

What's it all about?
Specialist Mathematics Units 3 and 4 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.



Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4 or following previous completion of Mathematical Methods Units 3 and 4. Students undertaking this subject should have successfully completed Mathematical Methods Unit 1 & 2 and Specialist Mathematics 1 & 2 units.

What will I learn?

UNIT 3	UNIT 4
• Discrete Mathematics – Logic and proof • Functions, relations and graphs • Complex numbers • Calculus- Differential and Integral • Calculus- Differential Equations	• Calculus - Kinematics: rectilinear motion • Vectors • Vectors and Cartesian equations • Vector Calculus • Data Analysis, Probability and Statistics

What types of things will I do?

Set class work including Chapter exercises, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

SACs include: One Application Task in Unit 3 and two Modelling/Problem solving Tasks in Unit 4.

What skills will I require to complete this subject?

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, Calculus and inference with and without the use of technology.

What can this subject lead to?

Further study at University such as Engineering, Mathematical Sciences, Actuary Studies

Why choose this subject?

Specialist Maths is recommended for students planning to undertake further study in **mathematics** – or those who have a strong interest or aptitude in **mathematics**. **Specialist Maths** students will find many university **mathematics** and science courses much easier than other students. It is particularly helpful if choosing a career in Engineering and Mathematical Sciences.

MATHEMATICS PATHWAYS

Option	Current Year	Year 11	Year 12
1	Advanced Mathematics Semester 1 and 2	Any or multiple of: 1. General Mathematics Unit 1 & 2 2. Mathematical Methods Unit 1 & 2 3. Specialist Mathematics Unit 1 & 2	Continue Unit 1 & 2 subject into Units 3 & 4 Option to replace Methods/pick up General Mathematics Unit 3 & 4 in year 12
2	General Mathematics Semester 1 Mathematical Methods Semester 2	Any or multiple of: 1. General Mathematics Unit 1 & 2 2. Mathematical Methods Unit 1 & 2 3. Specialist Mathematics Unit 1 & 2	Continue Unit 1 & 2 subject into Units 3 & 4 Option to replace Methods/pick up General Mathematics Unit 3 & 4 in year 12
3	General Mathematics Semester 1 & Semester 2	Either: 1. General Mathematics Unit 1 & 2 2. No VCE Mathematics 3. VM Numeracy (as part of VCE VM Course)	1. Continue Unit 1 & 2 subject into Units 3 & 4 2. Continue VCE VM Course into year 12
4	Year 10 Numeracy Semester 1 & Semester 2	Either: 1. No VCE Mathematics 2. VM Numeracy (as part of VCE VM Course)	1. Continue with no VCE Mathematics 2. Continue VCE VM Course into year 12

PLEASE NOTE:

These pathways are simply recommendations.

Be aware that enrolment into VCE Maths subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Maths and the appropriate Year 10 Maths subject.

Semester 2 Year 10 Maths:

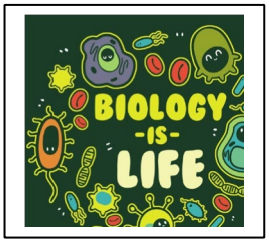
- Numeracy
- General Maths
- Mathematical Methods
- Advanced Mathematics

SCIENCE OPTIONS

BIOLOGY UNITS 1- 4

What's it all about?

Biology is the study of living things, their relationships with each other and their interactions with the non-living environment. Biology enables students to understand and appreciate the challenges that all living things face for survival. Modern biological studies draw from the more specific science fields such as biochemistry, neuroscience, behavioural science and ecology.



What will I learn?

UNIT 1	UNIT 2
How do living things stay alive? • Examining the cell as the structural and functional unit of life and requirements for sustaining cellular processes. • Analysis types of adaptations that enhance the organism's survival. • Considering how the planet's biodiversity is classified. • An investigation related to the survival of an organism or species is undertaken.	**How is continuity of life maintained?** • Focus on asexual and sexual cell reproduction. • The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. • Explain the inheritance of characteristics. • The role of genetic knowledge in decision-making about the inheritance of various genetic conditions is considered. • An investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken.
UNIT 3	UNIT 4
How do cells maintain life? • Investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. • Examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.	**How does life change and respond to challenges over time?** • Consider the continual change and challenges to which life on Earth has been subjected. Examine change in life forms, investigate the relatedness between. • Explore the evidence of evolution and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule. • A student investigation related to biological change and/or continuity is undertaken.

What types of things will I do? Practical investigations, discussions, questions, problem-solving, text reading and group activities.

SACs may include: Reports on practical activities, analysis tasks, quizzes and test.

What skills will I require to complete this subject? Listening, reading texts, investigating and inquiring, applying biological information, analysing issues and communicating biological understanding, both orally and written.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	Year 12, Vet Laboratory Skills
YEAR 12	Medicine, Bio medical Sciences, Environmental Science, Marine Science, Health sciences

Why choose this subject? Choose this subject if you are interested in exploring the structure and functions of organisms and how they interact in the environment. Explore what is the future for life on Earth.

CHEMISTRY UNITS 1- 4

What's it all about?

VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

What will I learn?

UNIT 1 - How can the diversity of materials be explained?	**UNIT 2 - How do chemical reactions shape the natural world?**
• investigate the properties and reactions of various materials. • use metal recycling as a context to explore the transition from a linear economy to a circular economy. • measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.	• understand properties of water and investigate acid/base and redox reactions. • analyse and quantify of chemical reactions. • investigate the solubility of substances in water and the effect of temperature on solubility. • quantify amounts in chemistry using volumetric analysis, the ideal gas equation, and stoichiometry.
UNIT 3 - How can chemical processes be designed to optimise efficiency?	**UNIT 4 - How are organic compounds categorised, analysed and used?**
• analyse and compare different fuels as energy sources for society. • explore food in the context of supplying energy in living systems. • understand the purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells. • evaluate chemical processes with reference to factors that influence their reaction rates and extent	• investigate the structures and reactions of carbon-based organic compounds. • study the metabolism of food and the action of medicines in the body. • explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

What types of things will I do? Practical investigations, discussions, questions, problem-solving, text reading, data analysis, and group activities.

SACs may include: Topic tests, written practical reports, coursework/ end of unit written exam and an extended practical investigation.

What skills will I require to complete this subject?
Self-directed learning, an ability to solve complex numerical problems and have well developed literacy skills including an ability to summarize and synthesize notes.

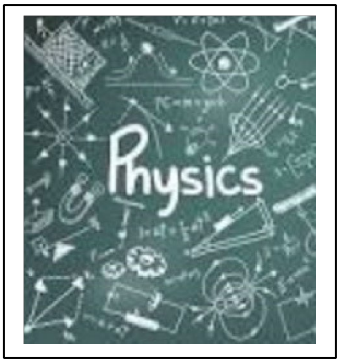
What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	Transition to Year 12 Chemistry
YEAR 12	Chemical Sciences, Biomedicine, Environmental Science, Pharmaceuticals, Biochemistry,

Why choose this subject?
Choose this subject if you are interested in applying chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

PHYSICS UNITS 1- 4

What's it all about?



VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

What will I learn?

UNIT 1 How is energy useful to society?	**UNIT 2 How does physics help us to understand the world?**
• How are light and heat explained? • How is energy from the nucleus utilised? • How can electricity be used to transfer energy?	• How is motion understood? • Options: How does physics inform contemporary issues and applications in society? • How do physicists investigate questions?
UNIT 3 How do fields explain motion and electricity?	**UNIT 4 How have creative ideas revolutionised thinking in physics?**
• How do physicists explain motion in two dimensions? • How do things move without contact? • How are fields used in electricity generation?	• How has understanding about the physical world changed? • How is scientific inquiry used to investigate fields, motion or light?

What types of things will I do?

SACs may include: application of physics concepts to explain a model, theory, device, design or innovation, analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions, problem-solving, applying physics concepts and skills to real-world contexts, comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities and Communication of the design, analysis and findings of a student-designed and student conducted scientific investigation through a structured scientific poster and logbook entries.

What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses, using evidence from research and interviews, mathematical skills especially algebraic and graphical analysis of data, good knowledge and use of scientific calculators.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	Transition to Units 3 and 4 Physics Lab worker, Marine engineer, Marine surveyor, Engineering surveyor, Army soldier, Air Force officer, Sound technician
YEAR 12	Aerospace engineer, Air Force Officer, Engineers, Architect, Biophysicist, Scientist, Industrial designer, Medical Imaging technology, Nuclear Medicine, Radiation therapist.

Why choose this subject?

Choose this subject if you seek to understand and explain the physical world, examine models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

PSYCHOLOGY UNITS 1- 4

What's it all about?

Psychology is a broad subject area that seeks to describe, explain, understand and predict human behaviour and mental processes. It explores human behaviour through biological, psychological and social perspectives. The study explores the connection between the brain and behaviour by focusing on the relationship between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

What will I learn?

UNIT 1 – How are behaviour and mental processes shaped?	**UNIT 2 – How do internal and external factors influence behaviour and mental processes?**
• What influences psychological development? ○ The complexity of psychological development ○ Defining and supporting psychological development. • How are mental processes and behaviour influenced by the brain? ○ Role of the brain in mental processes and behaviour ○ Brain plasticity and brain injury	• How are people influenced to behave in particular ways? ○ Social cognition ○ Factors that influence individual and group behaviour • What influences a person's perception of the world? ○ Perception ○ Distortions of perception
UNIT 3 – How does experience affect behaviour and mental processes?	**UNIT 4 – How is mental wellbeing supported and maintained?**

• How does the nervous system enable psychological functioning?
  ○ Nervous system functioning
  ○ Stress as an example of a psychobiological process
• How do people learn and remember?
  ○ Approaches to understanding learning.
  ○ the psychobiological process of memory
	• How does sleep affect mental processes and behaviour?
	  ○ The demand for sleep
	  ○ Importance of sleep to mental wellbeing
	• What influences mental wellbeing?
	  ○ Defining mental wellbeing
	  ○ Application of a biopsychosocial approach to explain specific phobia.
	  ○ Maintenance of mental wellbeing

What types of things will I do?

Media & data analysis, problem solving, extended responses, class discussion, structured questions, reflective journal, applying scientific concepts to scenarios, practical activities & experiments, tests.

SACs may include: Student-directed research investigation, student-directed practical investigation, multiple choice & structured response tests, scientific poster, analysis of data, research, media texts & case studies, response to an ethical dilemma or issue, modelling or simulation activity.

What skills will I require to complete this subject?

Reading, effective note taking and summarising of key concepts, ability to apply psychological concepts to real life scenarios, ability to interpret data from surveys, tables and graphs. Develop aims and questions, formulate hypotheses and make predictions. Plan and conduct investigations.

What can this subject lead to?

Careers in psychology, social work, youth work, research & statistics, behavioural sciences, law, education, human resources.

POSSIBLE PATHWAY	
YEAR 11	Transition to year 12 Biology, Health & HD, Psychology, Sociology
YEAR 12	Transition to Tertiary Level course in Psychology, Arts, Behavioural Sciences, Youth Work

Why choose this subject?

Choose this subject if you are interested in how and why people behave in the ways that they do, from biological, psychological and socio-cultural viewpoints.

SCIENCE PATHWAYS

OPTIONS	YEAR 10	YEAR 11	YEAR 12
1	INTRODUCTION TO BIOLOGY	BIOLOGY 1&2	BIOLOGY 3 & 4
2	INTRODUCTION TO CHEMISTRY	CHEMISTRY 1&2	CHEMISTRY 3 & 4

3	INTRODUCTION TO PSYCHOLOGY	PSYCHOLOGY 1&2	PSYCHOLOGY 3 & 4
4	INTRODUCTION TO PHYSICS	PHYSICS 1&2	PHYSICS 3 3 & 4
	FORENSIC SCIENCE	NO DIRECT LINK TO ANY VCE SUBJECTS	

PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Science subjects.

Be aware that enrolment into VCE Science subjects may be determined by teacher recommendations that are based primarily on performance and

DESIGN TECHNOLOGY OPTIONS

FOOD STUDIES UNITS 1- 4

What's it all about?

Food Studies is the study of past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. Students research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

What will I learn?

UNIT 1: Food Origins	**UNIT 2: Food Makers**
• Investigate the origins and roles of food through time and across the world. • Understand how humanity has historically sourced food, from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. • Examine the history and culture of Indigenous food in Australia prior to European settlement. • Understand a range of factors that influence food patterns and cuisines that are part of Australia's culinary identity today.	• Investigate commercial food production industries in contemporary Australia. • Understand the significance of food industries to the Australian economy. • Examine food production in small-scale domestic settings. • Evaluate both commercial and small-scale domestic food products. • Apply food skills to entrepreneurial projects to move products from small- scale to a commercial context.
UNIT 3: Food in Daily life	**UNIT 4: Food Issues, Challenges and features**
• Investigate the physiology of eating and appreciating food, and the microbiology of digestion. • Investigate the functional properties of food and the changes that occur during food preparation. • Analyse the scientific rationale behind the Australian Dietary Guidelines and an understanding of the diverse nutrient requirements. • Investigate the social and emotional role of food and its impact on food choices and dietary patterns.	• Investigate the impact of farming practices and the use of technology on the environment, ethics and ecology. • Examine the challenges of food security, safety, and wastage and the management of water and land. • Investigate a current issue in the food system and consider solutions to support sustainable futures. • Examine the variety of food information contexts. • Analyse food beliefs, food trends, fad or diets.

What types of things will I do? Conduct research, analyse food information sources, acquire skills in food preparation for different situations and practical activities (experiments, demonstrations, product, sensory and dietary analysis, food sampling and taste testing).

SACs may include: Practical activities, research reports, media analysis, case study analysis, demonstrations, extended responses and an exam.

What skills will I require to complete this subject? Accessing and analysing resources outside of class time, develop written structured extended responses. Read and produce a recipe and to perform basic food preparation skills.

What can this subject lead to?

Opportunities in food technology, food manufacturing and hospitality, health centres and hospitals.

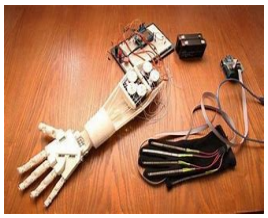
POSSIBLE PATHWAY	
YEAR 11	Food Studies, Food Science and Technology
YEAR 12	Food Studies, Food Science and Technology, Nutrition and Dietetics

Why choose this subject?

Choose this subject to know the science behind cooking, how food and diet can keep you healthy. It is for students who want to help others make wise food choices and develop skills to support if you're planning on studying health and nutrition and pursuing a hospitality course.

SYSTEMS ENGINEERING UNITS 1- 4

What's it all about?



Systems Engineering Technological systems play an increasingly significant role in the human world. It incorporates all areas of STEM. Students will learn to use existing systems and combine them with their own designs to build a model that performs their new design function. For example, a light activated switch to run a lit-up coffee table or a motorized window winder. The subject develops thinking skills to come up with designs, for example, 3D printing artificial body parts, solar powered machines etc.

What will I learn?

Unit 1: Mechanical systems	Unit 2: Electro-technological systems
• Theory of Physics and Machine Engineering. • How to implement the Systems Engineering Process to create a Design Folio and produce a Mechanical System.	• Theory of Electrical Systems, components and their properties. • Building circuits to perform a function. • Coding and wiring Arduino microcontrollers.
Unit 3: Integrated and controlled systems	**Unit 4: Systems control**
• Follow the SYSTEMS ENGINEERING PROCESS to Design and produce a folio/model. • Learn about Clean Renewable Energies and our reliance on fossil fuels.	• Complete production and testing of an operational electro- mechanical control system • Learn about New and Emerging Technologies.

What types of things will I do?

- Create an innovative Design Folio, apply calculations and produce their own model • Build an operational system E.g. An automatic pet feeder, a light up heat sensing jacket.
- Learn about renewable Energies and New and Emerging technologies.

SACs may include:

- Design folio and teacher observation of Practical model builds from a written instruction.
- Written Power-point presentations on research topics.

What skills will I require to complete this subject?

- Independent study and note-taking skills to research material outside of class time.
- An inquiring mind with an interest in machines and technology.
- Good listening and safety skills that are required in a workshop.
- Ability to build things with your hands and enjoy applying theory to practice.

What can this subject lead to?

A range of fields such as engineering, manufacturing, automation, mechatronics, inventor, entrepreneur, computer programmer, electrician, mechanic and energy management.

POSSIBLE PATHWAY	
YEAR 11	Systems Engineering, ICT
YEAR 12	Systems Engineering, ICT

Why choose this subject?
If you like designing, drawing, tinkering, making and learning how machines work, this subject will interest you. It also encourages research, problem solving and STEM to invent your own System.

VET CERTIFICATE II IN BUILDING & CONSTRUCTION UNITS 1- 4

What's it all about?
This is a two-year program that provides students with the skills and knowledge to lead to employment within the building industry. Upon completion students will be awarded a statement for the units of competency that contribute to 22338VIC Certificate II Building and Construction. The course may also contribute marks to the VCE study score. (Increments for unscored VCE VET program will be calculated at 10% of the lowest study score of the primary four subjects.)

What will I learn? The units of competency each year are:

Units 1& 2	Units 3&4
• Work Effectively and sustainably in the construction industry. • Conduct workplace communication. • Carry out measurements and calculations. • Apply OHS requirements, policies and procedures in the construction industry. • Prepare to work safely in the construction industry. • Identify and handle carpentry tools and equipment	• Apply basic levelling procedures. • Interpret and apply basic plans and drawings. • Perform basic setting out. • Construct a basic sub floor. • Construct basic wall frames. • Construct a basic roof frame. • Install basic external cladding

What types of things will I do?
Students will participate in a range of online theoretical activities and complete regular practical tasks. These practical tasks involve working inside and outside in a simulated construction workplace environment. Students will learn and apply skills required for building a house, such as constructing wall and roof frames.

Competency assessment may include: observations, online theory tasks activities.

What skills will I require to complete this subject?
An ability and willingness to work inside and outside, using machinery and hand tools.
And ability to do practical as well as regular theory work, including basic maths and problem-solving skills. Commitment to a two-year program

What can this subject lead to?

This course will give you a statement of attainment for the units of competency that contribute to the 22338VIC Certificate II Building and Construction. Students may continue to study Building and Construction units via TAFE and apprenticeships.

Why choose this subject?
Choose this subject if you want a career in the building industry and/or are interested in working with wood, using hand tools and construction.

VET CERTIFICATE II COOKERY UNITS 1-4

What's it all about?
This is a VCE scored assessment subject and also a VET subject. Students will develop cookery skills and knowledge and will enhance their employment prospects and access to a range of potential career paths within the hospitality industry. For this VET program, the school has partnered with AIET (RTO 121314)
Upon completion of this two-year course students will be awarded SIT20421 Certificate II Cookery
Students need to purchase a chef uniform and are encouraged to complete a 40-hour work placement in a restaurant kitchen.

What will I learn? The units of competency each year are:

Units 1& 2	Units 3&4
• Use food preparation equipment. • Prepare dishes using basic methods of cookery. • Clean kitchen premises and equipment • Use hygienic practices for food safety. • Receive store and maintain stock. • Participate in safe work practices. • Prepare and present simple dishes. • Prepare and present sandwiches. • Interact with customers.	• Produce appetisers and salads. • Produce stocks, sauces and soups. • Produce vegetables, fruit, eggs and farinaceous dishes. • Use cookery skills effectively.

What types of things will I do?
Students will complete regular practical activities including a range catering functions for the school community. A range of theory activities are also undertaken including tests, visual diaries, research and recipe reports.

SACs may include: tests, observations, recipe reports, research tasks, visual diaries and an exam at Year 12.

What skills will I require to complete this subject?
Basic cookery skills and an interest in preparing and presenting a range of food items.

The ability to work hygienically and safely with a range of foods and hospitality cooking equipment. Commitment to a two-year program.

What can this subject lead to?
This is a two-year subject that will give you a certificate II in Cookery. This can lead to work in the Hospitality industry either part time or as a full-time career. It can also lead to further study in the industry, such as to become a chef or an events manager through a TAFE course.

Why choose this subject?
Choose this subject if you are interested in advanced cookery, catering, becoming a chef and/or want to work in the hospitality industry either part time or as a full-time career.

DESIGN TECHNOLOGY PATHWAYS

	Year 10	Year 11	Year 12
1	Product Design & Technology	VET Certificate II Building and Construction 1&2	VET Certificate II Building and Construction 3&4
2	Food Technology	Food Studies 1&2	Food Studies 3&4
3	Systems Engineering	Systems Engineering 1&2	Systems Engineering 3&4
4	Systems Basics	VET Building and Construction 1&2	VET Building and Construction 3&4
5	Cafe	VCE VET Certificate II Cooking 1&2	VCE VET Certificate II Cooking 3&4

6	Bakery	VET Certificate II Cooking 1&2	VET Certificate II Cooking 3&4

PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Technology subjects.

Be aware that enrolment into VCE Technology subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Technology and the appropriate Year 10 Technology subject.

DIGITAL TECHNOLOGY OPTIONS

APPLIED COMPUTING/DATA ANALYTICS UNITS 1-4

What's it all about?

Students focus on the strategies and techniques for creating digital solutions to meet specific needs and to manage threats to data, information and software security. Students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics.

What will I learn?

UNIT 1: Applied Computing	**UNIT 2: Applied Computing**
• Introduction to the stages of the problem-solving methodology • Focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations. • Use programming languages to develop software solutions	• Work collaboratively, using all areas of the problem-solving methodology, to create a solution (product or prototype) in an area of interest. • Introduction to cybersecurity, investigate networks and the threats, vulnerabilities and risks to data and information. • Propose strategies to protect data accessed using a network
UNIT 3: Data Analytics	**UNIT 4: Data Analytics**
• Develop data visualisations. • Use appropriate data to present findings. • Plan a project based on research question. • Design infographics or data visualisations	• Create a web page. • Project manage using software tools. • Select and apply design tools.

What types of things will I do?

Use database software, programming languages, spreadsheet software and data visualisation software. Create an innovative solution using software tools such as programming language, spreadsheet software, and web authoring software, presentation software, and tool for planning a project. Write written reports, complete case studies and structured questions.

SACs may include: tests, SAT design folio, data visualisations, case studies, multimedia presentations and an exam.

What skills will I require to complete this subject?

Basic computer skills to start and the ability to work through a process to solve problems. The ability to learn and apply all stages of the problem-solving methodology. Ability to collaborate with others to analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.

What can this subject lead to?

Further study and work in the IT industry, such as web page developer, computer systems engineer, games developer, information securities analyst, data base administrator, software engineer

POSSIBLE PATHWAY	
YEAR 11	Applied Computing
YEAR 12	Data Analytics

Why choose this subject?

Choose this subject if you would like to work with computers, are interested in learning about software and using it to analyse data and creating digital solutions.

DIGITAL TECHNOLOGY PATHWAYS

Option	Year 10	Year11	Year 12
1	Applied Computing **and/or** Coding	Applied Computing 1 & 2	Data Analytics 3 & 4
2	Applied Computing **and/or** Coding	VET Certificate II in IT (1-2) **(Not offered at KDC)**	VET Certificate II in IT (3-4) **(Not offered at KDC)**

PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Technology subjects.

Be aware that enrolment into VCE Technology subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Technology and the appropriate Year 10 Technology subject.

PERFORMING ARTS OPTIONS

DRAMA UNITS 1- 4

What's it all about?

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. Students learn about and draw on a range of performance styles relevant to practices of ritual and storytelling, contemporary drama practice and the work of significant drama practitioners.

What will I learn?

UNIT 1	UNIT 2
• Performance styles from a range of social, historical and cultural contexts. • drama traditions of ritual and storytelling • Creation, presentation and analysis of a performance • Apply play-making techniques to shape and give meaning to performance. • Manipulate expressive and performance skills.	• aspects of Australian identity evident in contemporary drama practice • documentation of the processes involved in constructing a devised performance. • Creation, presentation and analysis of a performance • Creation of performance using stimulus material • Examine selected performance styles. • conventions of transformation of character, time and place, the application of symbol,
UNIT 3	UNIT 4
• Students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. • Explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. • Work collaboratively to devise, develop and present an ensemble performance.	• development and the presentation of devised solo performances • contemporary practice and works that are eclectic in nature. • skills in extracting dramatic potential from stimulus material. • application of symbol and transformation of character, time and place • dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work.

What types of things will I do? Creation, performance and analysis of solos, ensembles and professional performances; reading, writing, teamwork, character building, use of stagecraft.

SACs may include: Written analysis and evaluation, creation and performance of ensembles and solos.

What skills will I require to complete this subject? Acting skills, analysis and evaluation skills, creativity, imagination, teamwork, ability to respond to a variety of stimuli, reading, effective summarizing and note-taking, communication.

What can this subject lead to? Actor, dancer, musical theatre performer, dance, music or drama therapist, theatre director, screen/play writer, stage manager, arts administration, lighting/sound designer, costume designer, makeup artist, set/prop designer, broadcasting presenter, teacher, higher education lecturer, agent, film maker, producer.

POSSIBLE PATHWAY	
YEAR 11	Drama, English, Humanities, Literature, Media, Psychology, Sociology,
YEAR 12	Drama, English, Humanities, Literature, Media, Psychology, Sociology,

Why choose this subject? Choose this subject if you are interested in acting, creating and viewing plays, exploring history, reviewing performance. If you are interested in gaining employment in the above professions.

MUSIC PERFORMANCE – CONTEMPORARY AND REPERTOIRE UNITS 1- 4

What's it all about?
In this subject students focus on further development of group and solo performance with an emphasis on theory, aural, listening analysis, composition, improvisation and technical works.

What will I learn?

UNIT 1	**UNIT 2**
• Performing (group and solo) • Creating • Analysing and responding	• Performing (group and solo) • Creating • Analysing and responding
UNIT 3	**UNIT 4**
• Performance (group or solo) • Analysing Performance • Responding	• Performance (group or solo) • Analysing Performance • Responding

What types of things will I do?
Building skills in performances. Students present performances of selected group and solo music works as well as developing skills in musicianship, technical work and theory, aural and listening skills.

SACs may include: Performances, theory/aural/listening exam, technical works analysis, composition and improvisation.

What skills will I require to complete this subject?
Proficiency on a chosen instrument to the level of the VCE syllabus pieces. Ability in music listening analysis, theory and aural recognition.

What can this subject lead to?
Music Performance, Composition, Teaching

POSSIBLE PATHWAY	
YEAR 11	Music Performance, VET Music
YEAR 12	Music Performance, VET Music

Why choose this subject?
Music, performance, music techniques, improvisation, composition, understanding music – analysis, theory, aural.

Performing Arts Pathways

Option	Year 10	Year 11	Year 12
1	Drama	Drama 1 & 2	Drama 3 & 4
2	Music	Music Performance 1 & 2	Music Performance 3 & 4
3	Music Industry & Sound Production	VET Certificate III in Music Sound Production Specialisation (**not offered at KDC**) OR VET Certificate III in MUSIC INDUSTRY - MUSIC PERFORMANCE SPECIALISATION (**not offered at KDC**)	VET Certificate III in Music Sound Production (**not offered at KDC**) OR VET Certificate III in MUSIC INDUSTRY - MUSIC PERFORMANCE (**not offered at KDC**)

PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Performing Arts subjects.

Be aware that enrolment into VCE Performing Arts subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Performing Arts and the appropriate Year 10 Performing Arts subject.

VISUAL ARTS OPTIONS

MEDIA UNITS 1- 4

What's it all about?

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products, a range of film, print and sound formats. This is a folio subject.

What will I learn?

UNIT 1	UNIT 2
• the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations. • use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms. • analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences. •	• analyse the style of media creators and producers and the influences of narratives on the audience in different media forms. • apply the media production process to create, develop and construct narratives. • . discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.
UNIT 3	**UNIT 4**
• VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. • to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production. • develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.	• develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience. • use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

What types of things will I do?

Complete coursework in class and from the textbook; analyse of Media representations; identify and practice specialised roles; group/independent work, production exercises and various research tasks relating to film, tv, print and sound media.

School Assessed Coursework and School Assessed Task will include:
Short and extended written responses: independent and collaborative Media production in specialist production roles; evaluation of Media Production Process; Media product design plan and refined product (SAT folio).

What skills will I require to complete this subject? Reading and critically responding to prompts analysing Media representations; Research subjects and contexts represented in the Media; Practice technical skills including camera techniques to create Media products.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	Unit 3 & 4 Media
YEAR 12	Further study and training (TAFE & University) including Advertising, Design, Journalism, Media TV, Film, Video Game Production, Media Analysis, Business, Education and Academic Research.

Why choose this subject?
Choose this subject if you are interested in news & current affairs, film & TV, politics, literature, philosophy, popular culture, technology and critical thinking.

ART MAKING AND EXHIBITING UNITS 1- 4

What's it all about?
VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. This is a folio subject.

What will I learn?

UNIT: Explore, expand and investigate	UNIT 2 Understand, develop and resolve
Explore – materials, techniques and art forms. *How do artists use materials and techniques in their art making?* **Expand – make, present and reflect.** *How do artists use materials and techniques to represent ideas and achieve a style in their artworks?* **Investigate – research and present.** *What role do artworks and their presentation play in society?*	**Understand – ideas, artworks and exhibition** *How are thematic exhibitions planned and designed?* **Resolve – ideas, subject matter and style.** *How does an artist develop ideas and a personal style in artworks?* **Develop – theme, aesthetic qualities and style.** *How does an artist develop aesthetic qualities and style in artworks?*
UNIT 3 Collect, extend and connect	**UNIT 4 Consolidate, present and conserve**
Collect – inspirations, influences and images. *How do artists use selected art forms and ideas to create visual language?* **Extend – make, critique and reflect.** *How are ideas, reflection and feedback used in art making to develop artworks?* **Connect – curate, design and propose.** *How are artworks selected and presented for exhibition?*	**Consolidate – refine and resolve.** *How do artists refine and resolve artworks?* **Present – plan and critique** *How are ideas presented in finished artworks on exhibition?* ***Conserve – present and care.*** *What role does conservation and care have in the presentation of artworks?*

What types of things will I do?
Units 1 – 4 develops student's art research base, alongside a practical artmaking-based folio that leads to consolidated final artworks. Students develop an awareness of how artists explore themes through investigative processes. Units 3 & 4 in particular, students will explore a self-chosen theme and artistic practice. They will create a comprehensive folio that leads to fully resolved artworks and learn methods to exhibit, conserve and reflect on the works created.

SACs may include: research, short and extended answer response, visual diary planning, and artworks.

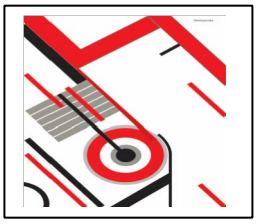
What skills will I require to complete this subject?
Having good personal organization and time management is key for the Art Making and Exhibiting course. Being able to articulate and discuss ideas to support both theory and art-making practice.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	Unit 3 and 4 Art Making and Exhibiting and Visual Communication Design Apprenticeship/Internships for trade related design industries like sign writing. Visual Arts related TAFE courses.
YEAR 12	Visual Arts, Fine Arts, Creative Arts courses connected to ceramics, painting, drawing, printmaking, digital art, Animation, Graphic Design, Fashion, Visual Merchandising, Textiles Design, Jewellery Design and Manufacture etc.

Why choose this subject? Making creative projects, self-expression, and symbolism, challenging yourself, music, performance, literature and history.

VISUAL COMMUNICATION DESIGN UNITS 1- 4



What's it all about?
This year is the implementation of the new study, with the inclusion of broadened design fields focussing on ENVIRONMENTS, OBJECTS, MESSAGES AND INTERACTIVE EXPERIENCES. Students continue to build their skill base in technical and creative drawing, manual and digital production as well as design investigations and analysis. Students continue to discuss and apply considerations of ethics and good design values in practical and written work. Visual Communication Design as in previous years suits student who like to draw within more structured systems and create digital solutions. The new study provides more opportunity to include 3D prototyping (through construction, 3d printing and laser cutting solutions) and further exploration of Indigenous and legal impacts on design. This is a folio subject.

What will I learn?

UNIT 1	UNIT 2

Finding, reframing and resolving design problems **Outcome 1** use human-centred research methods to reframe a design problem and identify a communication need to create a personalised brief for a design project. **Outcome 2** Create visual language for a business or brand using the VCD design process. (formerly Communication Design) **Outcome** 3 Develop a sustainable object, considering design's influence and factors that influence design. (formerly Industrial Design)	**Design contexts and connections** **Outcome 1** Present an environmental design solution that draws inspiration from its context and a chosen design style. (Architecture, Landscape, Public Space) **Outcome 2** Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography, and impacts on Indigenous creators and design. **Outcome 3** Apply the VCD design process to design an interface for a digital product, environment or service. (interactive experience design)
UNIT 3	**UNIT 4**
Visual communication in design practice **Outcome 1** compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration with a written document and practical design task. **Outcome 2** compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas in a written response. **Outcome 3** Identify two design needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies. **(Design process folio with student choice of field area presentations)**	**Delivering design solutions** **Outcome 1** Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief. **(Continuation of planning and refining personal folio process)** **Outcome 2** On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria. **(finishing final planning and products for folio)**

What types of things will I do? Design using instrumental drawing. Drawing using freehand methods. Illustrating to a brief, using the design process. Written analysis of historical and cultural aspects in design. Analysis of Elements and Principles within designs. Design final presentations using a range of manual and digital methods.

SACs may include: Design Folio planning documentation and Final Design Presentations and Drawings (manual and digital). Written and/or Oral Analysis of designs both contemporary and historical.

What skills will I require to complete this subject? Personal organisation of long-term projects, time management, creativity and problem solving. Planning and documenting ideas. Communication of thinking and asking for help. Computer skills and persistence to learn new ones. Comfortable with drawing within design systems to suit a specific project. Using checklists.

What can this subject lead to? *Message design* – graphic design, information design, advertising, print publication/book illustration and typographic design, package/surface design, logo design and brand identity; *Environment design* – architectural design, interior design, landscape design, set design and exhibition/display design; *Object design* – product design and furniture design; Interactive *Experience design* - digital and web design, user interface, gaming and animation design, event design.

POSSIBLE PATHWAY

YEAR 11	Visual Communication Design
YEAR 12	Visual Communication Design - Art Making and Exhibiting

Why choose this subject? You are interested in designing, drawing, creative and analytical thinking and interested in exploring design in contemporary life and refining final designs for presentation. VCD also complements PDT well in regard to technical skills and planning design projects.

VISUAL ARTS PATHWAYS

YEAR 10	YEAR 11	YEAR 12
MEDIA	MEDIA 1 & 2	MEDIA 3 & 4
2D ART, 3D Art, VCD Be a Designer OR VCD be an Architect	ART MAKING & EXHIBITING 1 & 2	ART MAKING & EXHIBITING 3 & 4
2D ART, 3D Art, VCD Be a Designer OR VCD be an Architect	VISUAL COMMUNICATION DESIGN 1 & 2	VISUAL COMMUNICATION DESIGN 1 & 2

PLEASE NOTE: These pathways are simply recommendations.

Year 10 students have access to all VCE Arts subjects.

Be aware that enrolment into VCE Arts subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Arts and the appropriate Year 10 Arts subject.