WHITEFRIARS COLLEGE
VCE (2024)
CURRICULUM HANDBOOK

ALMAE IN FIDE PARENTIS

WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

WELCOME

For Senior Years (Years 10-12) students at Whitefriars College, each day presents a range of activities designed to ensure a successful transition to university, vocational education or the work force. Our curriculum and classroom-based learning experiences play a central role in realising our College's vision and mission – to educate and form gentle men, in the Catholic Carmelite tradition of contemplation, community and service.

From 2023, all Senior Years students will be working towards obtaining their Victorian Certificate of Education (VCE) irrespective of where their strengths and talents lie. The introduction of the VCE Vocational Major acknowledges that applied learning equips students with the skills, knowledge and capabilities to be successful beyond the classroom. It is, indeed, an exciting time to be a VCE student!

In the Senior Years, students tailor a course of study to suit their interests, needs and preferred destinations. They experience increased rigour in their studies, enjoy greater subject choice, and exercise greater independence in their learning.

I encourage all of our students to embrace the many rich opportunities afforded to them in their education at Whitefriars College.

Catherine Spurritt
Deputy Principal
Learning & Teaching

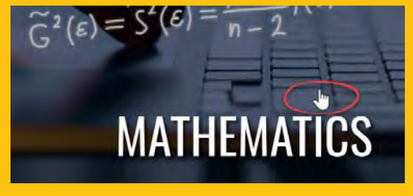
HOW TO NAVIGATE

Welcome to the Whitefriars VCE Curriculum Handbook. This document has been designed to assist you with subject selection as you move into your senior years.

A quick an easy way to navigate through the handbook is to go to the Curriuclum Overview found on pages 10 & 11 where you will be able to see all subjects on offer. By hovering your mouse over the square to the left of the subject, you will notice it will change to a little hand which indicates that it is a 'clickable link'. Click once and it will then take you directly to the subject page you are interested in.

To return back to the Overview page, look for the 'Overview Button' located at the top of each page with the yellow magnifying glass.

Throughout the handbook there are also links that will take you to external videos and websites to provide you with more information on your subject selection. Some Learning Area cover pages contains a link to a clickview video of each Learning Area. Just hover your mouse anywhere over the page until the little hand appears and click once to then be taken to external page to view the video.



Within some subject pages, you may also notice an image with a yellow play button. By pressing play you will be taken to an external site to learn more about the subject you are interested in.

Mission & Values

WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

Whitefriars is a Catholic College which reflects the tradition of the Carmelites who actively seek to live in God's presence by walking in the way of Jesus Christ.

The College provides a Catholic Education for boys where excellence is valued and all are challenged to achieve their best.

This education aims to empower young men to live with integrity through experiences of community and prayer and through a sensitivity to justice. It assists them to take their place in a contemporary, global society as valued individuals, alive with the wisdom of the Gospel.

Almae In Fide Parentis

We *Belong* to a Whitefriars community that:

- embodies a belief in the Catholic faith that has Christ as its centre
- takes inspiration from Carmelite spirituality
- values and respects the richness of the land and the people who came before us
- develops skills for lifelong learning
- nurtures and celebrates the diverse gifts and unique contributions of each individual
- values collaboration and fosters positive, supportive relationships

We *Believe* in a Whitefriars community that:

- celebrates God's presence through prayer and the Eucharist
- forms its students in the tradition of the Catholic and Carmelite ethos
- instils a sense of social justice, service and an understanding of the common good
- provides opportunities for spiritual, social, intellectual, emotional and physical growth
- acknowledges and fosters the faith and learning journey of each individual
- values excellence and encourages all to reach their potential
- provides a holistic education through a broad and vibrant curriculum
- challenges and develops all through diverse and enriching curricular and co-curricular pathways

We *Become* a Whitefriars community that:

- forms 'Gentle men' of compassion, service and tolerance grounded in Catholic faith and Carmelite tradition
- develops young men with active and creative minds and with the courage to act on their beliefs
- challenges all to be active participants in the learning process
- fosters a sense of understanding and compassion for others
- encourages all to live with integrity and contribute positively to a global society
- engenders a sense of self-worth, confidence and wisdom in each individual
- contributes to the development of a just and sustainable world

Belong Believe Become

LEARNING @ WHITEFRIARS COLLEGE

Learners engage with the Carmelite tenets of *community, prayer and action* to acquire skills, knowledge and understanding as an active global citizen

Learning is holistic, providing opportunities for spiritual, intellectual, emotional, physical and social development

Learners use resources and develop their talents to achieve personal excellence

BELONG

Through the **COMMUNITY**
Whitefriars College learners…

- ENGAGE WITH THE CATHOLIC FAITH IN THE CARMELITE TRADITION
- FOSTER POSITIVE RELATIONSHIPS
- VALUE & UNDERSTAND THE INDIGENOUS STORY
- DEVELOP CULTURAL AWARENESS & GLOBAL PERSPECTIVES
- EMBRACE SUSTAINABLE PRACTICES & OUR NATURAL ENVIRONMENT

BELIEVE

Through **PRAYER**
Whitefriars College learners…

- REFLECT CRITICALLY
- QUESTION, INQUIRE, IMAGINE
- CONSTRUCT MEANING
- ARE OPEN TO FEEDBACK & A GROWTH MINDSET

BECOME

Through **ACTION**
Whitefriars College learners…

- TAKE RISKS, EXPERIMENT, PRACTISE & PERSEVERE
- COLLABORATE, COOPERATE & COMMUNICATE
- CRITICALLY THINK & PROBLEM SOLVE
- DEMONSTRATE ORIGINALITY & CREATIVITY
- SERVE & RESPECT OTHERS
- ARE RESPONSIBLE FOR THEIR LEARNING

WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

YEAR 11&12

Whitefriars College offers a comprehensive secondary curriculum which includes access to the Victorian Certificate of Education (VCE), the Victorian Certificate of Education - Vocational Major (VCE VM) and Vocational Education and Training (VET) pathways. Subjects and enrichment activities are designed to challenge our students whilst allowing them to have a breadth of experiences based on interests and abilities.

It is critical that students and parents carefully read subject descriptions of any subject, to be clear of the content and expectations and discuss at length his pathway, pre-requisite subjects and sequence of subjects with his Pastoral Care Teacher, House Leader and Careers staff.

YEAR 11 SUBJECT INFORMATION

Year 11 students enter VCE or VCE VM programs where high expectations for academic excellence are placed upon them to succeed. Academic rigour and expectations continue to increase, and that performance is now become measured against students across the state and Australia.

Year 11's can choose to undertake Senior Years studies in the following pathways:

VCE Scored	VCE Vocation Major
Purpose is for University entry that requires an ATAR VCE Certificate and ATAR Academic program that has School Assessed Assessments, General Achievement Test (GAT) and Final Examinations 3 hours study per week night with up to 6 hours on weekends during peak VCE assessments.	Purpose is for VET studies, apprenticeship or work (university is an option) VCE Certificate and VET Certificate awarded Applied learning program VET subject, structured work placement Literacy, numeracy, personal development skills and work -related skills

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

To complete the Victorian Certificate of Education students must satisfactorily complete 16 Units across Units 1,2, 3 and 4, including a minimum of three units from the English group (with at least two units in sequence at Units 3 and 4) and at least three sequences of Units 3 and 4 studies other than English.

Units 1 and 2 are designed to be taken by Year 11 students but they can be taken by students at Years 10, 11 and 12.
Units 3 and 4 are designed to be taken by Year 12 students but they also can be taken by Year 11 students.
Units 3 and 4 must be taken as a sequence.
It is highly recommended that the preferred pathway for students is to complete **both Units 1 & 2 of a VCE subject during Year 11**.
All Year 11 students will complete 12 units of study during the academic year.

Semester 1	Unit 1 English, English Language, Literature, EAL	Unit 1 Religion & Society	Unit 1 Elective A	Unit 1 Elective B	Unit 1 Elective C	Unit 1 Elective D
Semester 2	Unit 2 English, English Language, Literature, EAL	Unit 1 or 2 Elective E	Unit 2 Elective A	Unit 2 Elective B	Unit 2 Elective C	Unit 2 Elective D

The VCAA's website at www.vcaa.vic.edu.au also provides up-to-date information for parents and students about the VCE.

ACCELERATION

Whitefriars College offers some Year 11 students the opportunity to accelerate into a VCE/VET subject within their Year 11 program based on their academic aptitude, performance and attitude to learning.

A student considering undertaking an accelerated program has displayed effective time management and study skills and academic achievement. Learning behaviours that have been assessed at high levels show above average grades across all subjects.

Eligibility for acceleration will be considered by the Acceleration Panel.

Quality success in Units 3 and 4 subjects is built on the successful foundations put in place in Years 10 and 11.

UNIT 3 & 4 ACCELERATION SUBJECTS FOR 2024

- Australian Politics
- Biology
- Business Management
- Health & Human Development
- History – Revolutions
- Legal Studies
- Physical Education
- Psychology
- Religion & Society

Please note that enrolment in Units 3 & 4 of VCE Outdoor & Environmental Studies is NOT subject to meeting this acceleration criteria, as this subject is only available to Year 11 students at Whitefriars College.

KEY RESOURCES

Whitefriars College Careers - Vocational Education And Training (whitefriarscareers.com)

Subject Selection Information - SEQTA (whitefriars.vic.edu.au)

The Victorian Curriculum and Assessment Authority (VCAA) website at www.vcaa.vic.edu.au is a further source of information about VCE, VCAL and VET matters.

The Victorian Tertiary Admissions Centre (VTAC) website at www.vtac.edu.au is a further source of information about tertiary entry requirements, special entry arrangements and university admissions.

Student research into Tertiary options
delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm

CAREERS

Anna Gasparini - Careers Advisor

Dean Notting - Pathways Coordinator

YEAR 11&12

VICTORIAN CERTIFICATE OF EDUCATION - VOCATIONAL MAJOR

All students are required to undertake:

- Literacy (English)
- Numeracy (Mathematics)
- Work Related Skills
- Personal Development Skills
- Religious Education
- VCE elective subject of their choice.

One day each week is devoted to their chosen VET Program, which can be selected from a range of programs which suits the student's specific interests.

VCE (VM) students also complete one week of Structured Workplace Learning each term in their chosen industry where they gain valuable employment experience.

Upon completion of the College's VCE (VM) program a number of pathways are available to our students including apprenticeships, work or further study.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET programs are nationally recognised vocational certificates. The qualifications gained can provide the basis for further study in the vocational education sector and the units completed are credited to the student's VCE or VCE (VM) program.

Whitefriars College offers the Certificate III in Sport and Recreation, however more courses are offered through our VET partnerships enabling our students to enrol in VET programs off-site at nearby schools and TAFE institutes. Popular VET programs for Whitefriars College include Building & Construction, Hospitality, Plumbing, Music Industry, Electrotechnology, Automotive and more. A full list of VET offerings is available on SEQTA Learn and Engage. Students looking to include a VET certificate in their VCE or VCE (VM) program should be aware of the following:

- VET programs attract additional fees
- Students must enrol for a full sequence of the certificate i.e. for the full year
- As there are requirements in relation to managing timetables and studying outside the school, the approval of the Pathways Coordinator, Careers Coordinator and/or the Director - Senior Years is critical.

Students wishing to undertake VET studies can do so provided the VET studies can be successfully integrated with the student's VCE or VCE (VM)course of study at this school. Any student who is interested in taking up a VET program should discuss this with the Pathways Coordinator, Careers Coordinator and/or the Director - Senior Years at the time of subject selection.

Whitefriars College Careers - Vocational Education And Training (whitefriarscareers.com)

VCE Vocational Major	Focus	Semester or Year
Year 11	Knowledge and skills development leads to independent learning, confidence and a high level of transferable skills	VCE Vocationall Major Apprenticeships and Traineeships Certificate II (or above) VET courses Employment
Year 12	Knowledge and employability skills development leads to a high level of interpersonal, independent action and achievement of tasks that require decision making and leadership.	Apprenticeships and Traineeships Certificate III (or above) VET courses Employment

VCE AND VCE (VM) STUDY CHOICE

The formal requirements for tertiary course selection should not be the only (or even the most important) element of a student's choice of studies in Years 10, 11 and 12, students need to consider the implications of their choices for future courses. In choosing studies, current Year 9, Year 10 and Year 11 students should consider the following:

Personal Interest/Ability
The most important factors for any student planning Year 10 and VCE studies are personal interest and ability. Think about the subjects you have enjoyed (or believe that you would enjoy) and those in which you perform well. It is likely that these will be the Year 10 and VCE studies that will bring not only personal satisfaction and involvement but your best results. You should discuss subjects with current VCE students, consider reviewing the VCE Study Design, look at notes and folios and past examinations on the VCAA website.

Teacher Advice
Subject teachers have a good idea of your ability and commitment in their subject and you should discuss your plans with them. Any recommendations they make should be carefully considered. Make sure that you consult your parents/guardian, House Leader and the advisers in the Careers Centre. You need to be aware of all the implications of study choices. For current Year 10 students, your teachers will be asked to comment on your likelihood of success in related studies at Year 10 and VCE level. These comments will be considered when Year 10 and VCE subject selections are discussed with the House Leader and Careers staff in Term 3.

Prerequisite Studies
These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course. Usually, these must be completed at Unit 3 and 4 level, but sometimes they are required at Units 1 and 2. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of performance (Study Score) to be achieved.

Students need to think of their VCE studies in terms of "adequate preparation" and "presumed knowledge", for these are the important factors in the establishment of course prerequisites. This is evident in science-based courses where some combination of studies in Chemistry, Physics, Biology and Mathematics is usually a prerequisite.

Prerequisite studies for all Victorian University courses are set out in VTAC's Victorian Tertiary Entrance Requirements (VicTER) 2022.

It may be necessary to consider adding a study to your program in order to allow access to certain desired courses. You may need to revise your tertiary options in what you know about your ability and/or interest in certain subjects which may be prerequisites.

In Term 3, Year 9 and 10 students will have the opportunity to speak to Careers staff to discuss the implications of their study choice. Year 11 students are also encouraged to speak with the Careers staff to ensure correct selection of study choices.

" I love the flexibility of my program which allows me to apply my skills in a hands on way and in the classroom"

Whitefriars Student, Year 11

Senior Years Curriculum Overview

WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

YEAR 11 (Units 1&2)

- Accounting
- Applied Computing
- Art Making and Exhibiting
- Biology
- Business Management
- Chemistry
- Chinese Second Language
- Economics
- English
- English as an Additional Language
- English Language
- Food Studies
- Foundation Mathematics
- General Mathematics
- Geography
- Health & Human Development
- Indonesian Second Language
- Italian
- Legal Studies
- Literature
- Mathematical Methods
- Media
- Modern History
- Music
- Physical Education
- Physics
- Politics
- Product Design and Technology
- Psychology
- Religion & Society Unit 2
- Specialist Mathematics
- Theatre Studies
- Visual Communication Design
- Vocational Major - Literacy
- Vocational Major - Personal Development Skills
- Vocational Major - Work Related Skills
- VET Certificate III Sport and Recreation (Year 1)
- VET Certificate III Sport and Recreation (Year 2)

- VET Off Campus programs

Wellbeing Program
Resilience Project
Whitefriars Sports Development Program
Structured Workplace Learning
Kairos Retreat
Instrumental Music
Performing Arts Ensembles
Student Leadership

Belong. Believe. Become.

Senior Years Curriculum Overview

WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

YEAR 12 (Units 3&4)

- Accounting
- Australian Politics
- Biology
- Business Management
- Chemistry
- Chinese Second Language
- Economics
- English
- English as an Additional Language
- English Language
- Foundation Mathematics
- General Mathematics
- Health & Human Development
- History - Revolutions
- Indonesian Second Language
- Italian
- Legal Studies
- Literature
- Mathematical Methods
- Media
- Music
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Product Design and Technology
- Psychology
- Religion & Society
- Specialist Mathematics
- Theatre Studies
- Visual Communication Design
- Vocational Major - Literacy
- Vocational Major - Personal Development Skills
- Vocational Major - Work Related Skills
- VET Certificate III Sport and Recreation (Year 2)

- VET Off Campus programs

Wellbeing Program
Resilience Project
Whitefriars Sports Development Program
Structured Workplace Learning
Instrumental Music
Performing Arts Ensembles
Student Leadership

Belong. Believe. Become.

RELIGION

VCE RELIGION AND SOCIETY UNIT 2

SUBJECT PREREQUISITES The satisfactory completion of Unit 1 Religion and Society

THIS SUBJECT IS COMPLUSORY FOR All Year 11 students who do not wish to accelerate into Unit 3&4 Religion and Society

Note: Students enrolled in the VCE Vocational Major will undertake this unit across the whole year

COURSE OVERVIEW

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In VCE Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

UNIT 2

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions of the times within a culture at a certain point in time. In this unit students examine in detail various methods of ethical decision-making, focusing on at least two religious traditions and their related philosophical traditions. Students also explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td>Religion</td><td>Religion 7</td><td>Religion 8</td><td>Religion 9</td><td>Religion & Society Unit 1</td><td>Religion & Society Unit 2

Religion & Society Unit 3&4 Acceleration</td><td>Religion & Society Unit 3&4</td></tr>
</table>

VCE RELIGION AND SOCIETY UNITS 3&4

SUBJECT PREREQUISITES The satisfactory completion of Unit 1 Religion and Society.

THIS SUBJECT IS RECOMMENDED FOR

Any Year 11 students who qualify to accelerate, which above (>80%) and at least a C in all other subjects and any Year 12 students who are interested in sociology, religious studies and analysing the complex interactions of the two overtime.

COURSE OVERVIEW

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation.

UNIT 3

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents. Students then consider the complex interrelationship between significant life experience and religion.

UNIT 4

In this unit students explore challenge for religious traditions generally over time, and how challenges impact both religious traditions and society more widely. Then students undertake a in depth study of one specific challenge and the changes that result for one or more than one religious tradition or denomination.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	Religion 7	Religion 8	Religion 9	Religion & Society Unit 1	Religion & Society Unit 2	Religion & Society Unit 3&4
					Religion & Society Unit 3&4 *Acceleration*	

ENGLISH

VCE ENGLISH UNITS 1&2

SUBJECT PREREQUISITES

English is a compulsory subject in both Year 11 and Year 12, and all students at Whitefriars will have studied English from Year 7 to 10. As a result, there are no prerequisites for entry.

THIS SUBJECT IS RECOMMENDED FOR

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.
By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.
Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

COURSE OVERVIEW

The study of Unit 1 and 2 English enables students to extend their English language skills through reading, writing, speaking, listening, and thinking. They also discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres.
In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.
In Unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

UNIT 1

Area of Study 1 – Reading and Exploring Texts (personal and analytical writing)
Area of Study 2 – Crafting Texts (imaginative, persuasive, and informative writing)

UNIT 2

Area of Study 1 - Reading and Exploring Texts (inferential and analytical writing)
Area of Study 2 – Exploring Argument (analytical writing and oral presentation)

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="4">English
without Electives</td><td rowspan="4">English 7</td><td rowspan="4">English 8</td><td>English 9 Core</td><td rowspan="2">English 10</td><td>English 1&2</td><td>English 3&4</td></tr>
<tr><td>English 9 Extension</td><td>Literature 1&2</td><td>Literature 3&4</td></tr>
<tr><td rowspan="2">English as an Additional Language 9</td><td rowspan="2">English as an Additional Language 10</td><td>English Language 1&2</td><td>English Language 1&2</td></tr>
<tr><td>English as an Additional Language 1&2</td><td>English as an Additional Language 3&4</td></tr>
<tr><td rowspan="3">English Electives</td><td rowspan="3">English 7</td><td rowspan="3">English 8</td><td rowspan="3">Power of Speech</td><td>Intro to Literature and Linguistics</td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>The Craft of English</td></tr>
<tr><td>Literacy Support</td></tr>
</table>

VCE ENGLISH UNITS 3 & 4

SUBJECT PREREQUISITES The satisfactory completion of a sequence of any VCE English Unit 1 & 2.

THIS SUBJECT IS RECOMMENDED FOR

VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

COURSE OVERVIEW

UNIT 3: In Area of Study 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities. Sustained writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, and to practice and extend their writing about texts. In Area of Study 2, students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They expand their understanding of the diverse ways that vocabulary, conventions, and ideas can interweave to create compelling texts.

UNIT 4: In Area of Study 1, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. In Area of Study 2 students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue, to unpack how language is used to position an intended audience, and create an oral presentation that presents their point of view on a topic of their choosing.

UNIT 3

Area of Study 1 – Reading and Responding to Texts (Analytical Response to a Text)
Area of Study 2 – Creating Texts (Two written texts for different context and audiences, and Reflective Commentary on these texts)

UNIT 4

Area of Study 1 – Reading and Responding to Texts (Analytical Response to a Text)
Area of Study 2 – Analysing Argument (Analysis of Argument and Language Use and Point of View Oral Presentation)

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English *without Electives*	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

VCE ENGLISH LANGUAGE UNITS 1&2

SUBJECT PREREQUISITES The satisfactory completion of English 10.

THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those who want to do two English subjects at VCE level; Maths/Science or Commerce students with sound English writing skills; those wishing to study Linguistics, Arts, Law, Marketing, Medicine.

COURSE OVERVIEW

The study of VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change. It is a study that builds on our experiences of Standard Australian English (SAE) and language varieties across numerous contexts, including in the classroom. VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion. The study of VCE English Language reveals the structures, features and discourses of written and spoken texts through the systematic and evidence-based construction and deconstruction of language in use.

In Unit 1 English Language students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions.

In Unit 2 English Language students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics

UNIT 1 - LANGUAGE AND COMMUNICATION

Area of Study 1 – The Nature and Functions of Language
Area of Study 2 – Language Acquisition

UNIT 2 - LANGUAGE CHANGE

Area of Study 1 - English Across Time
Area of Study 2 – Englishes in Contact

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English *without Electives*	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

VCE ENGLISH LANGUAGE UNITS 3&4

SUBJECT PREREQUISITES The satisfactory completion of VCE English Language Units 1 & 2 is very strongly advised

THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those who want to do two English subjects at VCE level; Maths/Science or Commerce students with sound English writing skills; those wishing to study Linguistics, Arts, Law, Marketing, Medicine.

COURSE OVERVIEW

In Units 3 and 4 of English Language, students build upon and continue facilitating their understanding of language and communication, and language change by transitioning to analyse language variation, purpose and identity. They learn to identify, describe and analyse distinctive features of informal and formal language, unpacking and developing their understanding of patterns of speech and writing. Additionally, they continue learning about how Australia is not linguistically uniform, and that our national identity is something that is constantly challenged and reconstructed. They continue engaging with, and analysing the social variables of both subconscious and conscious language variation and identity, which helps to construct and reflect people's identities.

In Unit 3 students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed.

In Unit 4 students focus on the role of language in establishing and challenging different identities. Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups.

UNIT 3 - LANGUAGE VARIATION AND PURPOSE

Area of Study 1 – Informality
Area of Study 2 – Formality

UNIT 4 - LANGUAGE VARIATION AND IDENTITY

Area of Study 1 – Language Variation in Australian Society
Area of Study 2 – Individual and Group Identities

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English *without Electives*	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

VCE ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1&2

SUBJECT PREREQUISITES It is recommended that prior to enrolment in this study, EAL students have demonstrated achievement at C3 or above on the Victorian Curriculum F–10: EAL.

THIS SUBJECT IS RECOMMENDED FOR

The study of English as an Additional Language (EAL) empowers students to read, write, speak and listen in different contexts. VCE EAL prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

COURSE OVERVIEW

The study of Unit 1 and 2 EAL enables students to extend their English language skills through reading, writing, speaking, listening, and thinking. They also discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres.

In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

In Unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

UNIT 1

Area of Study 1 – Reading and Exploring Texts (make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text)
Area of Study 2 – Crafting Texts (demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose)

UNIT 2

Area of Study 1 – Reading and Exploring Texts (identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning)
Area of Study 2 – Exploring Argument (develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience)

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English *without Electives*	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

VCE ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3&4

SUBJECT PREREQUISITES For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL

THIS SUBJECT IS RECOMMENDED FOR

VCE English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of EAL enables students to participate in their diverse, dynamic and multicultural world productively and positively.

COURSE OVERVIEW

UNIT 3: In Area of Study 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities. Sustained writing and listening to texts provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, and to practice and extend their writing about texts. In Area of Study 2, students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They expand their understanding of the diverse ways that vocabulary, conventions, and ideas can interweave to create compelling texts.

UNIT 4: In Area of Study 1, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. In Area of Study 2 students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue, to unpack how language is used to position an intended audience, and create an oral presentation that presents their point of view on a topic of their choosing.

UNIT 3

Area of Study 1 – Reading and Responding to Texts (Analytical Response and Listening Comprehension Response)
Area of Study 2 – Creating Texts (Two written texts for different context and audiences, and Reflective Annotations on these texts)

UNIT 4

Area of Study 1 – Reading and Responding to Texts (Analytical Response)
Area of Study 2 – Analysing Argument (Analysis of Argument and Language Use and Point of View Oral Presentation)

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English *without Electives*	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

VCE LITERATURE UNITS 1&2

SUBJECT PREREQUISITES The satisfactory completion of English 10

THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those two may want to do two English subjects at VCE level, have sound English writing and analytical skills, and who are wishing to study journalism, arts, media, communications, law and politics.

COURSE OVERVIEW

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts. In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:
An ability to offer an interpretation of a whole text (or a collection of texts), an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text, an ability to understand and explore multiple interpretations of a text, and an ability to respond creatively to a text.
Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically. VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.
This study enables students to: enjoy reading a range of challenging literary texts, approach unfamiliar texts and negotiate diverse literary territories with confidence, explore the ways in which authors craft their writing, recognise there are many possible ways of interpreting literary texts, and develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning.

UNIT 1

Area of Study 1 – Reading Practices (close analysis of a text's literary forms, features and language)
Area of Study 2 – Exploration of Literary Movements and Genres (analysis of the characteristics and key features of a selected literary movement or genre)

UNIT 2

Area of Study 1 – Voices of Country (explore and reflect on the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators)
Area of Study 2 – The Text in Context (reflect and comment on the representation of a specific time period or culture, as well as the historical, social and cultural contexts)

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English *without Electives*	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

VCE LITERATURE UNITS 3&4

SUBJECT PREREQUISITES The satisfactory completion of VCE Literature Units 1&2 is very strongly advised

THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those two may want to do two English subjects at VCE level, have sound English writing and analytical skills, and who are wishing to study journalism, arts, media, communications, law and politics.

COURSE OVERVIEW

The continued study of VCE Literature (from Unit1&2) fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

UNIT 3

Area of Study 1 – Adaptations and Transformations (close analysis of the textual form of one text, and then discuss the extent to which meaning can change when the text is adapted to a different form)

Area of Study 2 – Developing Interpretations (develop their own interpretation and perspective on a text, that is informed by the ideas, views and values from their close analysis, and supplemented by additional literary criticism and academic readings)

UNIT 4

Area of Study 1 – Creative Responses to Texts (respond creatively to a text, and be able to comment critically on the original text crafted by the student, and how it is connected to the original text)

Area of Study 2 – Close Analysis of Texts (close analysis and scrutiny of the language, style, thematic concerns, and construction of texts, affirming a clear interpretation of the author's message)

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
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</table>

MATHEMATICS

VCE GENERAL MATHEMATICS UNITS 1&2

SUBJECT PREREQUISITES Entry is subject to the successful completion of Year 10 Mathematics for General

THIS SUBJECT IS RECOMMENDED FOR Students who wish to study General Mathematics Units 3 & 4

COURSE OVERVIEW

The study of General Mathematics aims to focus on mathematical concepts that have real-world, practical applications. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and procedures,
- Apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts,
- Use technology to produce results, carry out analysis in situations requiring problem solving, modelling or investigative techniques.

UNIT 1

Univariate Data, Recursion & Finance, Linear Graphs & Models, Matrices:
Students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data. They will study the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences. Students will also learn about linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications. Finally, they will cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

UNIT 2

Bivariate Data, Graphs & Networks, Variation, Measurement, Trigonometry:
Students cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation. They will learn about the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees. They will also cover direct and inverse variation, transformations to linearity and modelling of some non-linear data. Students will also cover units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
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<tr><td>Extension Mathematics</td><td>Specialist Mathematics 1&2</td><td>Specialist Mathematics 3&4</td></tr>
</table>

VCE GENERAL MATHEMATICS UNITS 3&4

SUBJECT PREREQUISITES To study this subject you must have achieved an overall grade of D in Year 10 General Mathematics. It is recommended that students have successfully completed General Mathematics Units 1 & 2.

THIS SUBJECT IS RECOMMENDED FOR Students who wish to keep their tertiary study and careers options open, but do not intend to study something that involves specific further mathematical study or scientific study that utilises mathematics.

COURSE OVERVIEW

General Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of the students. It's also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of their mathematical knowledge and skills. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and models,
- Select and apply mathematical concepts, models, and techniques in a range of contexts of increasing complexity,
- Select and appropriately use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

UNIT 3

Data Analysis, Recursion & Financial Modelling: In these topics, students investigate data distributions including their representation, display and description, summarise the distributions of numerical variables, model bell-shaped distributions to estimate percentages and give meaning to standard deviation and standarised values. Students investigate associations between two variables including the creation, description and analysis of comparative data displays, calculation and interpretation of Pearson's correlation coefficient, and determine cause and effect. They investigate and model linear associations including the least squares line of best fit, data transformation and making predictions. Students investigate and model time series data including numerical and graphical smoothing, making seasonal adjustments and modelling trends. They use recurrence relations and rules to model and analyse a range of financial situations and solve problems involving interest, appreciation and depreciation, loans, annuities, annuity investments and perpetuities.

UNIT 4

Matrices, Networks & Decision Mathematics: In these topics, students examine matrices and their applications including the definition of matrices, the different types of matrices, matrix operations, transition matrices and the use of first-order matrix recurrance relations to model a range of situations and solve problems. They explore graphs and networks including the definition and representation of different kinds of undirected and directed graphs, Eulerian trails and circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation, scheduling and crashing.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Foundation	Foundation Mathematics 1&2	Foundation Mathematics 3&4
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
			Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

VCE MATHEMATICAL METHODS UNITS 1&2

SUBJECT PREREQUISITES Entry is subject to the successful completion of Year 10 Mathematics for Methods.

THIS SUBJECT IS RECOMMENDED FOR Students who wish to study Mathematical Methods Units 3 & 4.

COURSE OVERVIEW

These units provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts including situations requiring problem-solving, modelling, or investigative techniques or approaches and analyse and discuss these applications in mathematics,
- Use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

UNIT 1

Functions & Graphs, Algebra, Calculus, Probability & Statistics: In these topics, students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural, or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations. Focus is placed on the algebra of polynomial functions of low degree, and transformations of the plane. Students also cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change. Finally, students cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

UNIT 2

Functions & Graphs, Algebra, Calculus, Probability & Statistics: In these topics, students cover graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations. The Algebra area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study. In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane. Students will cover differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs. Finally, students will cover the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Foundation	Foundation Mathematics 1&2	Foundation Mathematics 3&4
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
			Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

VCE MATHEMATICAL METHODS UNITS 3&4

SUBJECT PREREQUISITES To study this subject you must have successfully completed Mathematical Methods Units1&2.

THIS SUBJECT IS RECOMMENDED FOR Students who wish to study tertiary courses that require a higher level of mathematics such as sciences including engineering, commerce, medicine, statistics, architecture or aviation.

COURSE OVERVIEW

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and models,
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modeling or investigative techniques or approaches, and analyse and discuss these applications of mathematics,
- Select and appropriately use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

UNITS 3 & 4

Functions & Graphs, Algebra, Calculus, Probability & Statistics: In these topics, students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied, or natural domain), co-domain and range, asymptotic behaviour, and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations. In the Algebra area of study, students will cover the algebra of functions, including composition of functions, inverse functions, and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study. Within Calculus, students will cover graphical treatment of limits, continuity, and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations. Finally, within Probability and Statistics, students will cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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VCE SPECIALIST MATHEMATICS UNITS 1&2

SUBJECT PREREQUISITES Entry is subject to the successful completion of Year 10 Mathematics for Methods, as well as the concurrent study of Mathematical Methods Unit 1&2.

THIS SUBJECT IS RECOMMENDED FOR Students who wish to study Specialist Mathematics Units 3 & 4. It is also a prerequisite for students wishing to study University Mathematics in Year 12.

COURSE OVERVIEW

These units 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. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications in mathematics,
- Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

UNIT 1

Proof and Number, Graph Theory, Logic & Algorithms, Sequences & Series, Combinatorics, Matrices: Students cover the development of formal mathematical notation, definition, reasoning, and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems. They will also cover the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

UNIT 2

Simulation & Sampling, Trigonometry, Transformations, Vectors, Complex Numbers, Functions & Graphs: Students cover the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means. They will cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction, and movement in the plane and related applications. Within Complex Numbers, students will cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field. Finally, they will cover an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs, locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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</table>

VCE SPECIALIST MATHEMATICS UNITS 3&4

SUBJECT PREREQUISITES

Entry is subject to the successful completion of Mathematical Methods Units 1&2 and Specialist Mathematics Units 1&2, as well as concurrent study of Mathematical Methods Units 3&4

THIS SUBJECT IS RECOMMENDED FOR

Students who wish to study tertiary courses that continue the study of advanced mathematics such as engineering or physics. The mathematical thinking developed in specialist mathematics is very applicable to many fields of study, particularly commerce, engineering, data analytics, coding and of course mathematics.

COURSE OVERVIEW

Specialist Mathematics Units 3 and 4 provides both a framework for thinking and a means of communication that is powerful, logical, concise, and precise. It highlights mathematical structure, reasoning, and applications across a range of modelling contexts. The study of Specialist Mathematics draws on, and deepens, student's mathematical knowledge, skills and understanding. It provides opportunities for students to develop their skills using mathematical arguments, proofs, and models. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of related mathematical routines and procedures,
- Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics,
- Select and appropriately use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

UNITS 3 & 4

Algebra, Calculus, Probability & Statistics, Logic & Proof, Functions & Graphs: Within these areas of study, students cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study. They will cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry. Students will also cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra. They will then cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics, and science. Students will also learn about the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes. Finally, they will cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="5">Mathematics</td><td rowspan="5">Mathematics 7</td><td rowspan="5">Mathematics 8</td><td rowspan="2">Core Mathematics</td><td>Mathematics for Foundation</td><td>Foundation Mathematics 1&2</td><td>Foundation Mathematics 3&4</td></tr>
<tr><td>Mathematics for General</td><td>General Mathematics 1&2</td><td>General Mathematics 3&4</td></tr>
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<tr><td>Extension Mathematics</td><td>Specialist Mathematics 1&2</td><td>Specialist Mathematics 3&4</td></tr>
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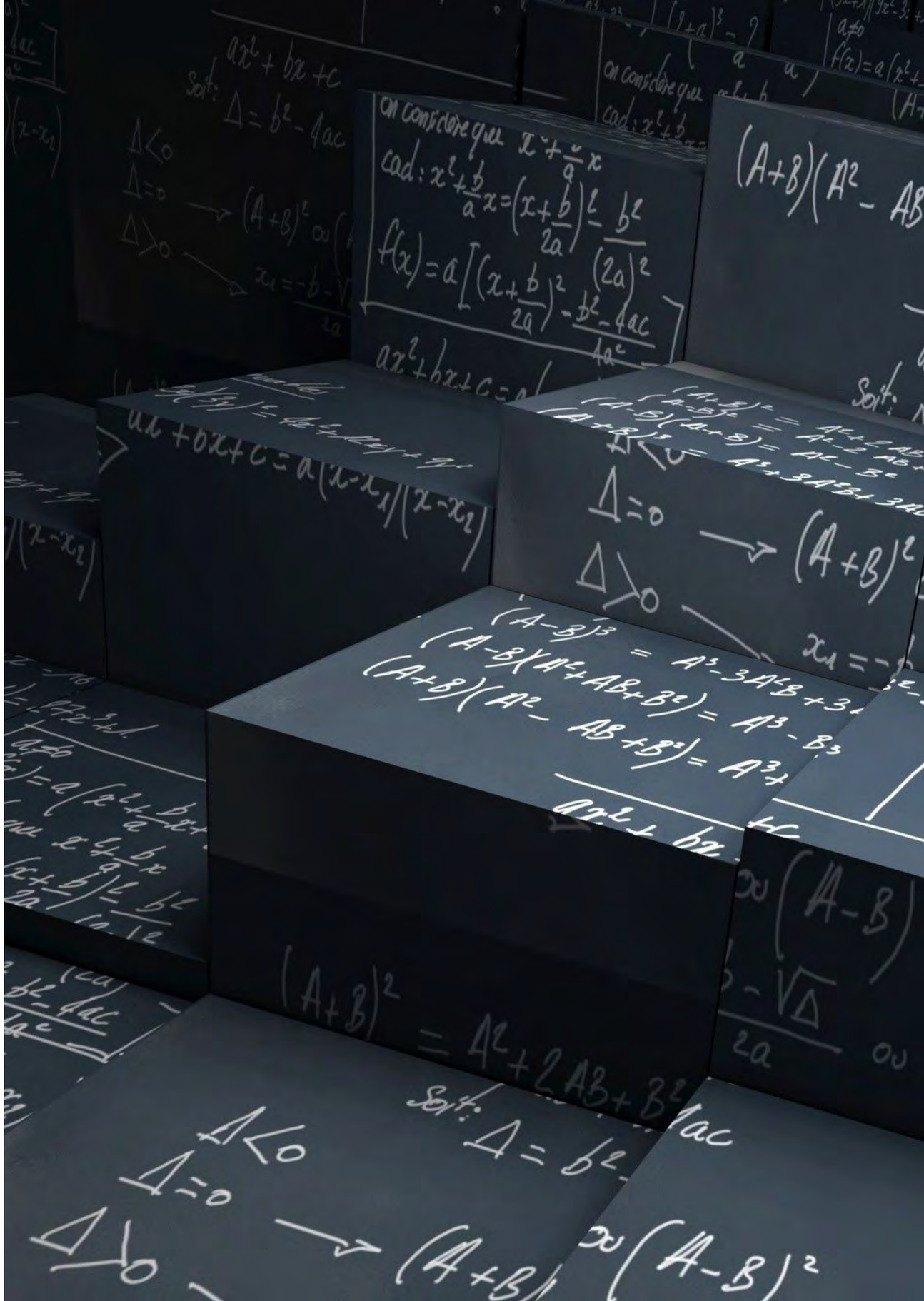

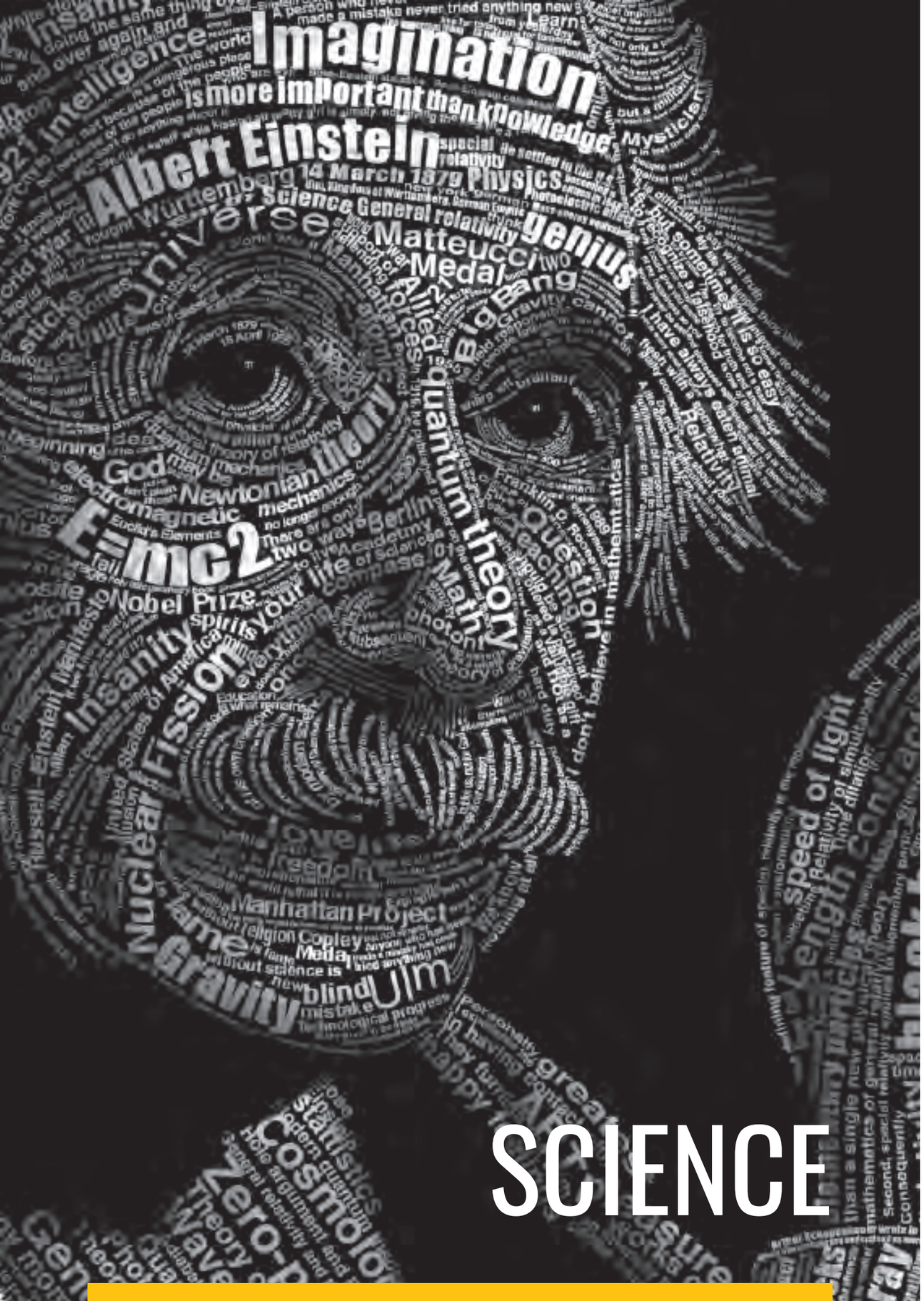

SCIENCE

VCE BIOLOGY UNITS 1&2

SUBJECT PREREQUISITES

To study this subject you must have achieved an overall grade of D or above in 10 General Science (VCE Pathway)

Acceleration into this subject in Year 10, you must achieve the following: A+ (>90%) grade in Year 9 Semester 1 Science and English; achieve a Stanine of 6 -9 in PAT - S ; obtain your Science Teacher's recommendation to accelerate PLUS a C grade (60%) or above in ALL other subjects. Students who achieve an overall A (80-89%) grade in Science and English, and meet all other criteria, can apply to accelerate application.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in 'the living world' and how organisms function. Students who are interested in pursuing a career or tertiary study that involves a 'Science theme' should strongly consider undertaking Units 1 & 2 Biology. Students in this subject need strong reading and written expression skills as well as an ability to retain and appropriately use a large scientific vocabulary.

COURSE OVERVIEW

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology and across biology and the other sciences.

UNIT 1

How do organisms regulate their functions? In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. A student-adapted or student-designed scientific investigation is undertaken which involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

UNIT 2

How does inheritance impact on diversity? In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how the relationship between genes, the environment and epigenetic factors, influences phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance and interpret pedigree charts. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance survival. Students explore interdependence between species to maintain the distribution, density and size of a population. A student-directed research investigation into a contemporary ethical issue which relates to the application of genetic knowledge, reproductive science, inheritance, adaptations and interdependencies undertaken.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="2">Biology</td><td rowspan="2">Science 7</td><td rowspan="2">Science 8</td><td rowspan="2">Science 9</td><td>Science 10</td><td>Biology
1&2</td><td>Biology
3&4</td></tr>
<tr><td>Biology
1&2
Acceleration</td><td>Biology
3&4
Acceleration</td><td></td></tr>
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VCE BIOLOGY UNITS 3&4

SUBJECT PREREQUISITES

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum. Satisfactory completion of Unit 1 & 2 Biology is recommended.

THIS SUBJECT IS RECOMMENDED FOR

Students who are looking to study pathways within the Biology discipline that can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

COURSE OVERVIEW

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

UNIT 3

How do cells maintain life? In this unit students explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

UNIT 4

How does life change and respond to challenges? In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time and examine the evidence for structural trends in the human fossil record.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Biology	Science 7	Science 8	Science 9	Science 10	Biology 1&2	Biology 3&4
				Biology 1&2 *Acceleration*	Biology 3&4 *Acceleration*	

VCE CHEMISTRY UNITS 1&2

SUBJECT PREREQUISITES

To study this subject you must have achieved an overall grade of D or above in 10 General Science (VCE Pathway).

THIS SUBJECT IS RECOMMENDED FOR

Students who want to understand the composition and behaviour of matter and the chemical processes that occur in the human body, on Earth and beyond.

COURSE OVERVIEW

The study of 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.

UNIT 1

How can the diversity of materials be explained? The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others. A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken.

UNIT 2

How do chemical reaction shape the natural world? Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others. A student-adapted or student-designed scientific investigation is undertaken.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Chemistry	Science 7	Science 8	Science 9	Science 10	Chemistry 1&2	Chemistry 3&4

VCE CHEMISTRY UNITS 3&4

SUBJECT PREREQUISITES

To study this subject it is strongly recommended that you have achieved very good results for Units 1 and 2 Chemistry.
Units 3 and 4 Chemistry is not accessible at Whitefriars without prior satisfactory completion of at least one of Units 1 and 2.

THIS SUBJECT IS RECOMMENDED FOR

Students who want to understand the composition and behaviour of matter and the chemical processes that occur in the human body, on Earth and beyond.

COURSE OVERVIEW

Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of the body tissues and materials used in society.

UNIT 3

How can chemical processes be designed to optimise efficiency? In this unit, students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, the energy transformations involved, the use of stoichiometry in chemical calculations and calculations of the amounts of energy released. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context, they use the electrochemical series to predict and write half and overall redox equations and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes concerning factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and principles to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

UNIT 4

How are organic compounds categorised, analysed and used? In this unit, students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds, including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, how they are broken down and how they are rebuilt to form new molecules. In this context, the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Chemistry	Science 7	Science 8	Science 9	Science 10	Chemistry 1&2	Chemistry 3&4

VCE PHYSICS UNITS 1&2

SUBJECT PREREQUISITES

To study this subject you must have achieved an overall grade of D or above in 10 General Science

THIS SUBJECT IS RECOMMENDED FOR

Students who want to understand the physical world are encouraged to study physics. Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles, as well as mechanics and thermodynamics. Studying physics strengthens quantitative reasoning and problem-solving skills that are valuable in areas beyond physics.

COURSE OVERVIEW

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

UNIT 1

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

UNIT 2

How does physics help us to understand the world? In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. A student-adapted or student-designed scientific investigation is then undertaken.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Physics	Science 7	Science 8	Science 9	Science 10	Physics 1&2	Physics 3&4

VCE PHYSICS UNITS 3&4

SUBJECT PREREQUISITES

To study this subject you must have achieved an overall satisfactory in Physics 2.

THIS SUBJECT IS RECOMMENDED FOR

Students who want to understand the physical world are encouraged to study physics. Students explore the importance of energy in explaining changes. They also explore the use of wave and particle theories to model the properties of light and matter. Studying physics strengthens quantitative reasoning and problem-solving skills that are valuable in areas beyond physics

COURSE OVERVIEW

Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena

UNIT 3

How do fields explain motion and electricity? In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators. A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4.

UNIT 4

How have creative ideas and investigation revolutionised thinking in physics? In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS. A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Physics	Science 7	Science 8	Science 9	Science 10	Physics 1&2	Physics 3&4

VCE PSYCHOLOGY UNITS 1&2

SUBJECT PREREQUISITES

To study this subject you must have achieved an overall grade of D or above in 10 General Science (VCE Pathway).
Acceleration into this subject in year 10 you must achieve the following: A+ (>90%) grade in Year 9 Semester 1 Science and English; achieve a Stanine of 6 -9 in PAT - S; obtain a Science Teacher Recommendation to accelerate PLUS a C grade (60%) or above average in every other subject. Students who achieve an A or above (80-89%) grade average in Science and English that meet all other criteria can apply to accelerate on application.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in learning about the complex nature of how people think, feel and behave as well as applying scientific principles to explore the nature of human behaviour. Students who are interested in pathways involving working with children, adults, families and communities in a variety of settings (educational, environmental, forensic, health, sport and organizational psychology)

COURSE OVERVIEW

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing

UNIT 1

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

UNIT 2

How do internal and external factors influence behaviour and mental processes? In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. A student-adapted or student-designed scientific investigation is undertaken

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Psychology	Science 7	Science 8	Science 9	Science 10	Psychology 1&2	Psychology 3&4
				Psychology 1&2 *Acceleration*	Psychology 3&4 *Acceleration*	

VCE PSYCHOLOGY UNITS 3&4

SUBJECT PREREQUISITES

To study this subject an overall satisfactory completion of Psychology 1 & 2 is recommended.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in learning about the complex nature of how people think, feel and behave as well as applying scientific principles to explore the nature of human behaviour. Students who are interested in pathways involving working with children, adults, families and communities in a variety of settings (educational, environmental, forensic, health, sport and organizational psychology).

COURSE OVERVIEW

Psychology is a broad discipline that incorporates both the scientific study of how people think, feel and behave through biological, psychological and social perspectives. VCE Psychology involves the systematic application of this knowledge to personal and social circumstances in everyday life. As a scientific model, this approach considers the complex biopsychosocial interactions in the understanding of psychological phenomena. Students will examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. The study involves students undertaking a practical investigation related to mental processes and psychological functioning through the presentation of a scientific poster.

UNIT 3

How does experience affect behaviour and mental processes? In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory. A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken.

UNIT 4

How is mental wellbeing supported and maintained? In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples. A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Psychology	Science 7	Science 8	Science 9	Science 10	Psychology 1&2	Psychology 3&4
				Psychology 1&2 *Acceleration*	Psychology 3&4 *Acceleration*	

VCE APPLIED COMPUTING UNITS 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR

Students who are have a key interest in ICT and enjoy getting an in-depth knowledge of Computing in general. This subject is recommended for students wanting to complete either software development or data analytics, units 3 & 4.

COURSE OVERVIEW

VCE Applied Computing provides a holistic view of the way computers and software are used in the modern world. Applied Computing examines an array of interesting topics including artificial intelligence, games development, virtual reality, software development, networking and data visualisation.

In Applied Computing students follow the problem-solving methodology, analysis, design, development and evaluation to create innovative solutions to a student identified needs or opportunities, This gives a real idea of how technology is developed and the steps that need to be taken to create an innovative solution

UNIT 1

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students examine the features of different design tools to represent the functionality and appearance of software solutions. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected. Students focus on the appropriate functions and techniques to manipulate and validate data and to make use of suitable formats and conventions. Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to create data visualisations

UNIT 2

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. An introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Applied Computing	Digital Technologies 7	Digital Technologies 8	Game Design and Development	Introduction to VCE Applied Computing	Applied Computing 1&2	Applied Computing Software Development 3&4
						Applied Computing Data Analysis 3&4

VCE FOOD STUDIES UNITS 1&2

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in cooking and further studies, training and employment opportunities in the fields of food technology, food science, health science, nutrition science food manufacturing, hospitality and the fitness industry.

COURSE OVERVIEW

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

UNIT 1

In unit 1 the focus is on food from historical and cultural perspectives. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

UNIT 2

In Unit 2 students investigate food systems in contemporary Australia. Students explore commercial food production industries and food production in small-scale domestic settings.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Food Studies			Food Technologies 9	Food Technologies 10	Food Studies 1&2	Food Studies 3&4
				Food Studies 1&2 *Acceleration*	Health & Human Development 1&2	Health & Human Development 3&4
					Food Studies 3&4 *Acceleration*	

HUMANITIES

VCE GEOGRAPHY UNITS 1&2

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

COURSE OVERVIEW

In Units 1 Hazards and Disasters and Unit 2 Tourism, students will undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students will also investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

UNIT 1

Hazards and Disasters: In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

UNIT 2

Tourism: In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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Politics 1&2 Acceleration</td><td>Politics 1&2
Australian Politics 1&2 Acceleration</td><td>Australian Politics 3&4</td></tr>
</table>

VCE POLITICS UNITS 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

COURSE OVERVIEW

Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence It allows students to become informed observers of and active participants in their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Australian politics teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion. There are a range of pathway options available to the student of Australian Politics including Arts-Law, journalism, research and direct or indirect involvement or employment in the political process.

UNIT 1

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

UNIT 2

Global Connections: This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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VCE AUSTRALIAN POLITICS UNITS 3&4

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

COURSE OVERVIEW

Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence It allows students to become informed observers of and active participants in their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Australian politics teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion. There are a range of pathway options available to the student of Australian Politics including Arts-Law, journalism, research and direct or indirect involvement or employment in the political process.

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SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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VCE MODERN HISTORY 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

COURSE OVERVIEW

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past and their shared history. They learn about the people, ideas and events that have created and changed present societies and cultures. Students explore some of the momentous events and new ideas which occurred in the 20th century. It investigates the challenges to the 'old world' and examines the new forms of economic and political organisation and cultural expression that emerged during this period.

UNIT 1

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

UNIT 2

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
History	History 7	History 8	Australia at War or Colonial History	History 10	Modern History 1&2	History Revolutions 3&4
				Civics and Citizenship	History Revolutions 3&4 *Acceleration*	
				Modern History 1&2 *Acceleration*		

VCE HISTORY REVOLUTIONS 3&4

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

COURSE OVERVIEW

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past and their shared history. They learn about the people, ideas and events that have created and changed present societies and cultures.

These units examine revolutions which share the common aim of breaking radically with the past by destroying governments, regimes and societies and embarking on a program of profound social and political change. They consider the characteristics of the old regime which led to the breakdown of traditional social order, the revolutionary ideas, leaders and movements, and the extent to which the ideals of the

revolution were achieved.

They are required to analyse the ways leaders, ideas and movements have been represented; research and report on revolutionary crises; investigate and prepare an essay on the role of revolutionary leaders and movements; and evaluate the outcomes of two revolutions.

UNIT 3 & UNIT 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

The two revolutions selected are:

- The American Revolution of 1776.
- The French Revolution of 1789.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
History	History 7	History 8	Australia at War or Colonial History	History 10	Modern History 1&2	History Revolutions 3&4
				Civics and Citizenship	History Revolutions 3&4 *Acceleration*	
				Modern History 1&2 *Acceleration*		

COMMERCE

VCE ACCOUNTING UNITS 1&2

SUBJECT PREREQUISITES

The_ prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in understanding how well a business is performing. Students who have an interest in working with numbers and data but who also like to analyse and find answers to questions about business performance. Is it making a profit? Does it have enough cash flow? Does it have too much debt? Is it a worthwhile investment for the owner? What are the key factors affecting the performance of the business and what can be done to make improvements?

COURSE OVERVIEW

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

UNIT 1

Role of accounting in business: This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

UNIT 2

Accounting and decision-making for a trading business: In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Accounting				Economics & Personal Accounting	Accounting 1&2	Accounting 3&4

VCE ACCOUNTING UNITS 3&4

SUBJECT PREREQUISITES To study this subject it is recommended that you have successfully completed at least one unit of Accounting Units 1 or 2.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in understanding how well a business is performing. Students who have an interest in working with numbers and data but who also like to analyse and find answers to questions about business performance. Is it making a profit? Does it have enough cash flow? Does it have too much debt? Is it a worthwhile investment for the owner? What are the key factors affecting the performance of the business and what can be done to make improvements?

COURSE OVERVIEW

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

UNIT 3

Financial accounting for a trading business: This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

UNIT 4

Recording, reporting, budgeting and decision-making: In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Accounting				Economics & Personal Accounting	Accounting 1&2	Accounting 3&4

VCE BUSINESS MANAGEMENT UNITS 1&2

SUBJECT PREREQUISITES To study this subject you must have achieved an overall grade of at least C+ in English

THIS SUBJECT IS RECOMMENDED FOR

Do you understand what is happening in the business world? Would you like to learn what is involved in setting up and running a business? Would you like to use critical thinking to suggest, justify and evaluate business strategies? Can you recognize the features of effective marketing of a business? Studying Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resources, operations or executive manager. Tertiary study can lead to specialisation in areas such as marketing, public relations, and event management.

COURSE OVERVIEW

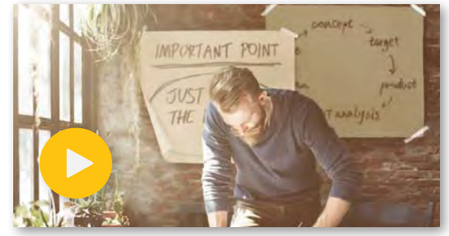
VCE Business Management examines the different ways businesses manage resources. The process is followed from a business concept, to planning and establishing a business, through to the management of a business. You consider changes that are needed to ensure ongoing success and develop understanding of the challenges facing decision making in managing the resources.

UNIT 1

Planning a Business
The Business idea: We investigate how business ideas are created through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.
External environment: We consider external environment factors such as legal, political social, economic, technological, global and corporate social responsibility that may have an effect on decisions when planning a business.
Internal environment: We examine how business models, legal business structures and staffing are influenced by the external

UNIT 2

Establishing a Business
Legal requirements and financial considerations: We explore the legal requirements and financial considerations that are vital to establishing a business.
Marketing a business: We develop an understanding that marketing encompasses a wide range of management practices, identifying the needs of the target market and establishing a brand presence.
Staffing a business: We examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. You research the processes of recruitment, selection and induction of staff.



SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Business Management				Economics & Personal Accounting	Business Management 1&2	Business Management 3&4
				Law & Order	Business Management 3&4 *Acceleration*	
				Business Management 1&2 *Acceleration*		

VCE BUSINESS MANAGEMENT UNITS 3&4

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Studying Business Management leads to opportunities across all facets of the business and management field such as 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. Generally, skills learned in Business Management are transferable across a wide range of industry groups.

COURSE OVERVIEW

Students in VCE Business Management 3/4, study business foundations and the operations and human resource areas of management responsibility in detail. They also learn the importance of business transformation and how a proactive approach to change can lead to business success. In addition, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

UNIT 3

Students explore the key processes and issues concerned with managing a business efficiently and eff effectively to achieve business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

UNIT 4

Students look at how businesses review performance through a range of key performance indicators, and how they respond to this data and position their business for the future by implementing successful change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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VCE ECONOMICS UNITS 1&2

SUBJECT PREREQUISITES It is recommended that students have completed the Economics & Personal Accounting elective during Year 10

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in learning how the economy works as well as the why and how of important economic decision-making. Students looking to study Economics 3 & 4 or at university will find Economics 1 & 2 to be useful preparation.

COURSE OVERVIEW

In Unit 1 and 2 Economics, students explore fundamental economic concepts and the main participants as well as analysing different market structures and forces. The course investigates how markets interact with the allocation of the main resource categories such as labour and natural resources in order to meet the needs and wants of society. It also looks at how various economic agents, such as consumers, businesses and governments make decisions that impacts their economic well-being and the standard of living in Australia and overseas. By studying Economics, students can understand domestic and international economic issues that might impact themselves or their community in an effort to be well equipped for any future decision making.

UNIT 1

In this unit students investigate the role of the basic economic problem of meeting unlimited wants and needs with limited resources and how this poses questions leading to trade-offs and cost-benefit analysis. Additionally, the course investigates what incentivises consumers and businesses during their decision-making process, culminating in an in-depth look at how the market forces of supply and demand impact price and quantity levels within the four main market structures that operate in Australia.

UNIT 2

This unit looks at contemporary economic issues that impact all participants of the market-based capitalist economy that operates in Australia as well as looking at other economies and their challenges from around the world. The analysis of economic growth measurement as well as other methods of quantifying living standards is complemented by investigation of the challenges posed by equity, efficiency and environmental stability. The unit is rounded out with an investigation into the roles that other national economies and multi-national corporations play within the increasingly interconnected global marketplace using key knowledge and skills developed during Unit 1.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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VCE ECONOMICS UNITS 3&4

SUBJECT PREREQUISITES To study this subject it is recommended that you have completed Economics 1 & 2.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in learning how the economy works and how and why important economic decisions are made. Students looking to study commerce or business-related courses at university will find Economics 3 & 4 useful preparation for these qualifications.

COURSE OVERVIEW

Unit 3 and 4 Economics builds upon the knowledge and content covered in Unit 1 and 2. The course investigates how the market allocates resources to meet the needs and wants of society. It looks at how governments make decisions that impact our lives and our standard of living. Studying Economics as a social science enables students to gain valuable insight into the real-world economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them to make more informed and responsible decisions in the future.

UNIT 3

In this unit students investigate the role of the market and the forces of demand and supply in allocating resources in the economy. Contemporary issues are used to examine the need for government intervention in markets and why markets sometimes fail to maximise society's living standards. Students consider the importance of the macroeconomic goals of strong and sustainable economic growth, low inflation and full employment in relation to improving Australian living standards. The importance of international trade and Australia's place in the international economy is also investigated.

UNIT 4

This unit examines how the Australian Government goes about achieving the domestic macroeconomic goals studied in Unit 3. Budgetary Policy and Monetary Policy initiatives are investigated and analysed as measures to regulate levels of Aggregate Demand in the economy. Students also study how Aggregate Supply policies are used to assist in the achievement of the goals and to boost living standards. Contemporary and relevant issues are studied providing a real-world flavour to the course.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Economics				Economics & Personal Accounting	Economics 1&2	Economics 3&4

VCE LEGAL STUDIES UNITS 1&2

SUBJECT PREREQUISITES To study this subject you must have achieved an overall grade of at least C+ in English

THIS SUBJECT IS RECOMMENDED FOR

Do you have an interest in current affairs and the world around them? Do you enjoy debating issues relating to justice and the capacity of the law to reflect society's changing attitudes and values? Do you understand what is happening in our courts? Do you want to know more about your legal rights? Legal Studies is an excellent foundation and background for tertiary studies in areas such as, the arts, humanities, commerce, law, business studies, human resource management, marketing, journalism, and international studies.

COURSE OVERVIEW

VCE Legal Studies provides you with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students develop an understanding of the impact the legal system has upon your life, the lives of citizens and the implication of legal decisions on the Australian society. The study assists in the development of your knowledge of legal rights and responsibilities, and active citizenship.

UNIT 1

Guilt & Liability
Legal Foundations: We establish a foundational knowledge of laws and the Australian legal system.
The presumption of innocence: We look at the fundamental principle of criminal law by studying key concepts in criminal law and types of crimes and investigate the criminal offences of homicide and culpable driving.
Civil liability: We study the rights of individuals, groups and organisations, as well as concepts in civil law and the torts of negligence and defamation

UNIT 2

Sanctions, Remedies & Rights
Sanctions: We investigate key concepts in the determination of a criminal case, including the institutions that enforce the criminal law, and the purposes and types of sanctions and approaches to sentencing.
Remedies: We study the key concepts in the resolution of a civil case, including methods used and institutions available to resolve disputes.
Rights: We examine the ways in which rights are protected in Australia and compare this approach with that of another country.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Legal Studies				Law & Order	Legal Studies 1&2	Legal Studies 3&4
				Civics & Citizenship	Legal Studies 3&4 *Acceleration*	
				Legal Studies 1&2 *Acceleration*		

VCE LEGAL STUDIES UNITS 3&4

SUBJECT PREREQUISITES

To study this subject it is recommended that you have completed Legal Studies Units 1 & 2

THIS SUBJECT IS RECOMMENDED FOR

Do you have an interest in current affairs and the world around them? Do you enjoy debating issues relating to justice and the capacity of the law to reflect society's changing attitudes and values? Do you understand what is happening in our courts? Do you want to know more about your legal rights? Legal Studies is an excellent foundation and background for tertiary studies in areas such as, the arts, humanities, commerce, law, business studies, human resource management, marketing, journalism, and international studies.

COURSE OVERVIEW

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

This study enables students to:

- Understand and apply legal terminology, principles and conceptsEconomic activity between households and firms
- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems,and form reasoned conclusions
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- Understand legal rights and responsibilities, and the eff effectiveness of the protection of rights in Australia
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes propose and analyse reforms to the legal system to enable the principles of justice to be achieved

UNIT 3

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

UNIT 4

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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HEALTH & PHYSICAL EDUCATION

VCE PHYSICAL EDUCATION UNITS 1&2

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in perusing further formal studies in Physical Education or students who have enjoyed studying Physical Education and are looking to undertake Unit 3 and 4 Physical Education. Completing VCE Physical Education can lead to pathways such as Sport Psychology, Secondary School Physical Education Teaching, Primary School Physical Education Teaching, Sport Administration, Sport Management, Sport Marketing, Sport Coaching, Applied Science Human movement, Personal Trainer and Health Sciences.

COURSE OVERVIEW

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. The units develop students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing in different population groups.

UNIT 1

The Human body in Motion: students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

UNIT 2

Physical Activity Sport and Society: Students develop an understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $85 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
PE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

VCE PHYSICAL EDUCATION UNITS 3&4

SUBJECT PREREQUISITES The satisfactory completion of Health and Physical Education in Year 10 or Unit 1&2

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in perusing further formal studies in Physical Education or students who have enjoyed studying Physical Education. Completing VCE Physical Education can lead to pathways such as Sport Psychology, Secondary School Physical Education Teaching, Primary School Physical Education Teaching, Sport Administration, Sport Management, Sport Marketing, Sport Coaching, Applied Science Human movement, Personal Trainer and Health Sciences

COURSE OVERVIEW

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

UNIT 3

Movement Skills and energy for physical activity: Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4

Training to improve performance: Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $85 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
PE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

VCE HEALTH & HUMAN DEVELOPMENT UNITS 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who are considering Health and Human Development Unit 3 and 4. Students studying this subject offers a pathway and caters to those who wish to pursue further formal study in areas such as health science, health promotion, community health research and policy development, social and youth work, indigenous studies, global studies, humanitarian aid work, allied health practices, education, and the health profession such as physiotherapy, nutrition, nursing, paramedicine.

COURSE OVERVIEW

Through the study of VCE Health and Human Development, investigate health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students investigate the World Health Organisation's (WHO) definition and also explore other interpretations. For the purposes of this study, students should consider wellbeing to be an implicit element of health

UNIT 1

Understanding health and wellbeing : In this unit students identify personal perspectives and priorities relating to health and wellbeing and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. Focusing on youth, students consider their own health as individuals and as a cohort.

UNIT 2

Managing health and development: This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students examine adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

VCE HEALTH & HUMAN DEVELOPMENT UNITS 3&4

SUBJECT PREREQUISITES Preferred study of Unit 1 and 2 of Health and Human Development

THIS SUBJECT IS RECOMMENDED FOR

Students studying this subject offers a pathway and caters to those who wish to pursue further formal study in areas such as health science, health promotion, community health research and policy development, social and youth work, indigenous studies, global studies, humanitarian aid work, allied health practices, education, and the health profession such as physiotherapy, nutrition, nursing, paramedicine.

COURSE OVERVIEW

Unit 3 and 4 of Health and Human Development looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO) with a focus in Unit 3 on Australia's Health and Unit 4 Global Health. The study of global action to improve health and wellbeing and human development, focusses on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

UNIT 3

Australia's health in a globalised world: Students investigate what contributes to optimal health and wellbeing and how to measure health status. A variety of factors that contribute to health are studied such as the impact of smoking, alcohol, high BMI and a study into the impact of dietary risks and nutrition. Students examine the differences in health status between different population groups in Australia The Australian Healthcare System is evaluated as well as efforts to improve preventable diseases, Indigenous Health and the nutritional intake of Australians through health promotion.

UNIT 4

Health and human development in a global context: Students investigate how health differs in Australia compared to low and middle income countries and factors such as globalization, access to water and sanitation, poverty and gender equality that impact these differences. The role of sustainability in promoting health is researched as well as other tools to measure quality of life, such as the Human Development Index and the impacts of global trends including climate change, conflict and mass migration, increased world trade, tourism and digital technologies. The UN Sustainable Development Goals are examined as well as an evaluation of foreign aid and programs to improve global health and the sustainable development goals

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $70 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
PE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

VCE OUTDOOR & ENVIRONEMNTAL STUDIES UNITS 3&4

SUBJECT PREREQUISITES Preferred Study of Unit 1 / 2 Outdoor and Environmental Studies.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in perusing further formal studies where interaction with outdoor environments is central. Students that have a passion and interest in outdoor environments and activities would benefit from undertaking study within this field. Learning is based around the observations, understandings and practical skills required to positively interact and protect local and state environments. Unit 3 and 4 is a progression from Year 10 Outdoor Education (Unit 1 and 2) and is **offered to students in year 11 only** (Please keep in mind that students do not require a formal accelerated subject form)

COURSE OVERVIEW

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor and Environmental Studies seeks to enable students to critically analyse differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

UNIT 3

Relationships with Outdoor Environments: This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments through a variety of practical experiences including a coastal camp to Wilsons Promontory.

UNIT 4

Sustainable Outdoor Relationships: Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts. Outdoor experiences, including a canoe journey on the Murray River enable students to further develop and apply their practical knowledge and skills for safe and sustainable interactions.

Students diagnosed with certain medical condition(s) that have the potential risk of impacting their ability to safely participate are required to provide a medical clearance prior to acceptance of enrolment into this subject. For further information, please contact the subject teacher.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $400 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Outdoor Education	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

VET CERTIFICATE III IN SPORT AND RECREATION

SUBJECT PREREQUISITES

The satisfactory completion of Health and Physical Education 10

THIS SUBJECT IS RECOMMENDED FOR

Students seeking pathway options to employment in relevant industry settings, progression to further VET qualifications such as fitness instruction and community recreation as well as providing the opportunity to pursue university level studies in areas such as Exercise and Sport Science, Nutrition, Health Science etc.

COURSE OVERVIEW

The Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Compulsory units of competency in the program include plan and conduct sport and recreation sessions, conduct basic warm-up and cool-down programs and analyse participation patterns.

Possible job outcomes for a student with this qualification may include providing support in the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres. http://www.vcaa.vic.edu.au/Pages/vet/programs/sportrecreation/sportrec.aspx

The program consists of a minimum of 15 units of competency (completed over 2 years):

- **Units 1 and 2** - Seven compulsory units plus a minimum of 30 hours of elective units
- **Units 3 and 4** - Five compulsory units

Students can complete the two-year program over Year 10 and 11 or Year 11 and 12. Year 12 students can complete Year 2 of the course and will be eligible for a study score and ATAR increment but will not achieve the full Certificate III. On successful completion of the course, students are eligible for the award of SIS30510 Certificate III in Sport and Recreation and up to four units (two units at Units 1 and 2 level and two Units at 3 and 4 level) of credit towards their VCE. Students who complete the second year of the program and the required scored assessment will receive a Study Score which will contribute to their ATAR calculation.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $150 per year but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VET Sport	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

VISUAL ARTS

VCE MEDIA UNITS 1&2

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

This subject is recommended for: Students wishing to further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

COURSE OVERVIEW

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content.

UNIT 1

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

UNIT 2

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="2">Media</td><td rowspan="2">Art 7</td><td rowspan="2">Visual Communication Design 8</td><td>Media 9</td><td rowspan="2">Media 10</td><td rowspan="2">Media 1&2</td><td rowspan="2">Media 3&4</td></tr>
<tr><td>Digital Art 9</td></tr>
</table>

VCE MEDIA UNITS 3&4

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

This subject is recommended for: Students wishing to further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

COURSE OVERVIEW

Across the year, students examine fictional and/or non-fictional narratives in the form of film and/or television. They conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production, using industry specific design for a specified audience in a selected media form.

Students also assess the relationship between the media and audiences, which has never been more complex. The media has always been considered to have the capacity to influence, but now the balance of power is shifting and arguments around who influences who have become highly contested.

UNIT 3

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

UNIT 4

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

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $50 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Media	Art 7	Visual Communication Design 8	Media 9 Digital Art 9	Media 10	Media 1&2	Media 3&4

VCE PRODUCT DESIGN & TECHNOLOGY UNITS 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students wishing to further explore materials, tools, equipment and processes in the context of product design

COURSE OVERVIEW

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

For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation.

UNIT 1

Sustainable product redevelopment: This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students analyse an existing product, and using a design process, redesign the product to improve its' sustainability, function and aesthetics. Students will research, design and plan for the production of this improved product, using a range of tools, equipment and processes, following prescribed safety procedures.

UNIT 2

Collaborative design: Students work both individually and collaboratively to address a problem, need or opportunity and consider user-centred design factors. They use a design process to design and develop a product to address a user need. They research and refer to a chosen design style or movement. Students plan for and project manage the construction of their chosen design. They apply knowledge, skills, techniques and processes, including risk management, to make their product.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $150 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Product Design & Technology	Art 7	Material Design Technology 8	Material Design Technology 9	Product Design Technology 10	Product Design Technology 1&2	Product Design Technology 3&4

VCE PRODUCT DESIGN & TECHNOLOGY UNITS 3&4

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR Students wishing to further explore the product design process in order to produce a well-considered end product

COURSE OVERVIEW

These units encourage students to produce innovative solutions to various set design problems and develop research skills through a number of investigation assignments. Students work through a series of projects using a range of materials and systems drawn from wood, metal, and plastics. These projects are designed to encourage students to develop skills in the areas of investigation and technical reporting, designing, manufacturing and evaluation.

UNIT 3

Applying the product design process: In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centered design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem, and describing the needs and requirements in the form of constraints or considerations.

UNIT 4

Product development and evaluation: In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic, and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $150 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Product Design & Technology	Art 7	Material Design Technology 8	Material Design Technology 9	Product Design Technology 10	Product Design Technology 1&2	Product Design Technology 3&4

VCE ART MAKING & EXHIBITING UNITS 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR Students wishing to further develop their skills in art making through the exploration of materials, techniques and understanding the artists link to exhibiting.

COURSE OVERVIEW

In Art Making and Exhibiting students will explore the way artists use materials, techniques, and processes, as well their own expansion of knowledge of the characteristics, properties and application of materials used in art making. This will stimulate ideas, inspire different ways of working and enable board understanding of specific art forms, which will be documented in both visual and written form in a Visual journal. Students will research how artworks are made by investigating how artists use aesthetic qualities to represent idea in artworks. Also, how artworks are displayed to audiences and how ideas are represented to communication ideas. Students respond to a set theme and progressively develop their own ideas resulting in at least one finished artwork documented in their Visual Art journal. Students explore how artists use art elements and art principles to develop aesthetic qualities and styles in artworks; convey different emotions and expressions of their own and others' artworks. Finally, students investigate how exhibitions are planned, designed and spaces organised for exhibitions, as well as artworks selected and displayed for specific spaces.

UNIT 1

Explore, expand, and investigate: Students will explore and experiment with the characteristics and properties of materials, techniques and processes and demonstrate how they can manipulate these to develop subject matter and represent ideas in artmaking. Student's will develop at least one artwork based on their exploration and refinement, continuing to document, annotate, record and reflecting on their experiences and learning in their Visual Art journals. An investigative research task on an Australian artist will be presented about them in a format appropriate for a proposed exhibition.

UNIT 2

Understand, develop and resolve: Students will visit an exhibition to investigate the theme, how it was selected and how the art works relate to the theme. Considerations of display, lighting, hanging of work and flow of visitors through the space will be explored. Students will select 3 artworks from this exhibition and then add 3 artworks they have personally selected from other sources that compliment the artwork from the exhibition. Students will then plan and design a thematic exhibition of the 6 artworks and document the planning in their Visual Art Journal. Students will explore and document the use of art elements, art principles and aesthetic qualities to make experimental artworks that will accumulate in at least one finished artwork. Their Visual Art journal will reflect their personal expression and responses to their selected theme.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $125 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Art Making	Art 7	Visual Communication Design 8	Digital Art 9	Art Making and Digital Art 10	Art Making & Exhibiting 1&2	Art Making & Exhibiting 3&4
			Art Making 9		Media1&2	Media 3&4
			Media 9			

VCE VISUAL COMMUNICATION DESIGN UNITS 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR Students wishing to explore a pathway in the fields of communication, environmental and industrial design

COURSE OVERVIEW

The subject focuses on using visual language to communicate messages, ideas, and concepts. This involves acquiring and applying design thinking skills as well as drawing and design skills to make messages, ideas, and concepts visible and tangible. Students practice their ability to draw what they observe, and they use visualisation drawing methods to explore their own design ideas and concepts. There is a focus on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design and apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of visually organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications. An awareness of the social and cultural contexts of design and Design History is also covered.

UNIT 1

The main purpose of unit 1 is to enable students to create visual communication drawings which explore the design fields of Communication Design, Industrial Design and Environmental Design. Students develop and apply skills in freehand drawing and technical drawing as they work through a range of skill development exercises and extended design tasks. Students also experiment and explore the application of design elements and principles and study how the design process is applied in the production of visual communications. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others.

UNIT 2

The main purpose of unit 2 is to enable students to extend and consolidate their freehand drawing, technical drawing, and digital design skills by creating visual responses to tasks across the three design fields. Typography and type conventions are also explored; and the Design Process is applied to develop visual communication design solutions to set design briefs.

COLLEGE LEVIES A College levy is charged for this subject. The levy is $125 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts	Art 7	Visual Communication Design 8	Visual Communication Design 9	Visual Communication Design 9 / Architectural Studies 10	Visual Communication Design 1&2	Visual Communication Design 3&4

VCE VISUAL COMMUNICATION DESIGN UNITS 3&4

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR Students wishing to explore a pathway in the fields of communication, environmental and industrial design.

COURSE OVERVIEW

In this subject the students gain an understanding of the processes, techniques and drawing methods designers employ to structure their design thinking and communicate ideas with clients, target audiences, other designers and specialists. Students research and analyse the characteristics of Industrial Design, Communication Design and Environment Design to support the development of their own folio work. Design from a variety of historical and contemporary design fields is considered by students to provide direction, themes or starting points for investigation, inspiration and visualisation. A strong focus on the Design Process and a clear understanding of Design Thinking strategies provides the basis of the major design folio; whereby students visualize, develop, refine and evaluate design concepts for two final presentations, based on the client needs stated in a written design brief.

UNIT 3

The main purpose of unit 3 is to enable students to produce visual communications across the three design fields of Industrial Design, Communication Design and Environment Design, through the application of a set design process to satisfy specific communication needs. Students also study the professional practice of design practitioners with a focus on the design industry. Students commence their major design folio which includes writing a design brief, researching and generating initial design ideas.

UNIT 4

In unit 4 students continue to work on their major design folio. They continue to work through the Design Process to develop, refine and evaluate their design concepts and produce a range of final presentations which meet the requirements of the needs as stated in their design brief.

COLLEGE LEVIES A College levy is charged for this subject. The levy is $125 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts	Art 7	Visual Communication Design 8	Visual Communication Design 9	Visual Communication Design 9 / Architectural Studies 10	Visual Communication Design 1&2	Visual Communication Design 3&4

VCE MUSIC UNITS 1&2

SUBJECT PREREQUISITES

The satisfactory completion of Year 10 Music Performance. Students who have not studied Year 10 Music Performance must undertake an audition for a panel, which will include assessment of aural, technical, and theoretical knowledge as well as a performance element, to ensure they meet the required standard. This audition must be completed before enrolment is confirmed

THIS SUBJECT IS RECOMMENDED FOR

Those students wishing to hone their skills in practical music and performance, and those considering a career in the music industry, an associated field or who have a passion for music. This is the common starting point for students who wish to continue into Unit 3 and 4 Music. Students develop skills in performance, music language and technical facility to assist their development as musicians.

COURSE OVERVIEW

Students use critical and creative thinking skills to analyse the work of other musicians. Based on their analyses, students develop skills in interpreting, performing and composing pieces of music through three connected areas of study. They develop these skills to shape expressive techniques in their works and communicate ideas, characters and moods in their performances and compositions.

UNIT 1 - ORGANISATION IN MUSIC

Performing: Practical music-making and performance skills through preparation and performance of solo/ensemble works. Students develop individual instrumental and musicianship skills through practice and hone group skills with other musicians.
Creating: Students arrange and/or compose based on the use of the elements of music in their performance works. They demonstrate their understanding of music concepts and compositional devices through creation of short works/responses.
Analysing & Responding: Examining how features such as melody, harmony, rhythm and texture have been created in different styles and traditions. Students explore how chords, scales, melodic and rhythmic patterns combine to form cohesive music works.

UNIT 2 - EFFECT IN MUSIC

Performing: Students examine how to convey meaning and emotion to an audience through practical music-making and further development of performance skills as a soloist or a member of a group.
Creating: Students assemble a folio demonstrating their understanding how ideas, emotions and characters can create effect in music, identifying and describing their use of music elements, concepts and compositional devices.
Analysing & Responding: Students analyse how elements, concepts and devices can create effect in music in different genres (including contemporary and film music). Students continue to develop their knowledge of music language.

Students must select an instrument for study and engage in individual lessons with a specialist teacher. The choice of works will be facilitated by the instrumental teacher. Students are strongly encouraged to participate fully in ensemble music (instrument and/or choral) to enrich their skills.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $100 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music	Music 7	Music 8	Music 9	Music 10	Music 1&2	Music 3&4

VCE MUSIC UNITS 3&4

SUBJECT PREREQUISITES

The satisfactory completion of Year 10 Music Performance. Students who have not studied Year 10 Music Performance must undertake an audition for a panel, which will include assessment of aural, technical, and theoretical knowledge as well as a performance element, to ensure they meet the required standard. This audition must be completed before enrolment is confirmed

THIS SUBJECT IS RECOMMENDED FOR

Those students wishing to hone their skills in practical music and performance, and those considering a career in the music industry, an associated field or who have a passion for music. This is the common starting point for students who wish to continue into Unit 3 and 4 Music. Students develop skills in performance, music language and technical facility to assist their development as musicians.

COURSE OVERVIEW

Students use critical and creative thinking skills to analyse the work of other musicians. Based on their analyses, students develop skills in interpreting, performing and composing pieces of music through three connected areas of study. They develop these skills to shape expressive techniques in their works and communicate ideas, characters and moods in their performances and compositions.

UNIT 1 - ORGANISATION IN MUSIC

Performing: Practical music-making and performance skills through preparation and performance of solo/ensemble works. Students develop individual instrumental and musicianship skills through practice and hone group skills with other musicians.
Creating: Students arrange and/or compose based on the use of the elements of music in their performance works. They demonstrate their understanding of music concepts and compositional devices through creation of short works/responses.
Analysing & Responding: Examining how features such as melody, harmony, rhythm and texture have been created in different styles and traditions. Students explore how chords, scales, melodic and rhythmic patterns combine to form cohesive music works.

UNIT 2 - EFFECT IN MUSIC

Performing: Students examine how to convey meaning and emotion to an audience through practical music-making and further development of performance skills as a soloist or a member of a group.
Creating: Students assemble a folio demonstrating their understanding how ideas, emotions and characters can create effect in music, identifying and describing their use of music elements, concepts and compositional devices.
Analysing & Responding: Students analyse how elements, concepts and devices can create effect in music in different genres (including contemporary and film music). Students continue to develop their knowledge of music language.

Students must select an instrument for study and engage in individual lessons with a specialist teacher. The choice of works will be facilitated by the instrumental teacher. Students are strongly encouraged to participate fully in ensemble music (instrument and/or choral) to enrich their skills.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $100 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music	Music 7	Music 8	Music 9	Music 10	Music 1&2	Music 3&4

VCE THEATRE STUDIES UNITS 1&2

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students wishing to hone their skills as theatre practitioners (including actors, directors, designers, technicians, stage managers) develop, create and craft productions through research, contextualisation, visualisation and the application of stagecraft.

COURSE OVERVIEW

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level.

There is NO requirement for students undertaking Theatre Studies to act.

UNIT 1

Pre-Modern Theatre Styles and Conventions: This unit focuses on the application of acting, direction and design in relation to theatre styles prior to the 1920s. Students creatively and imaginatively work in production roles with scripts, study innovations in theatre production and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

UNIT 2

Modern Theatre Styles and Conventions: This unit focuses on the application of acting, direction and design in relation to theatre styles from the 1920s to the present. Students creatively and imaginatively work in production roles with scripts, study innovations in theatre production and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes i ncluding dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $100 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Performing Arts	Drama 7	Drama 8	Theatre Studies 9	Theatre Studies 10	Theatre Studies 1&2	Theatre Studies 3&4

VCE THEATRE STUDIES UNITS 3&4

SUBJECT PREREQUISITES

The satisfactory completion of Units 1&2 Theatre Studies

THIS SUBJECT IS RECOMMENDED FOR

Students wishing to further hone their skills as theatre practitioners (including actors, directors, designers, technicians, stage managers) develop, create and craft productions through research, contextualisation, visualisation and the application of stagecraft.

COURSE OVERVIEW

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level.

There is NO requirement for students undertaking Theatre Studies to act.

UNIT 3

Producing Theatre: In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance and analyse and evaluate the interpretation of the script in the performance.

UNIT 4

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

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $100 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Performing Arts	Drama 7	Drama 8	Theatre Studies 9	Theatre Studies 10	Theatre Studies 1&2	Theatre Studies 3&4

VCE LANGUAGES - CHINESE, INDONESIAN, ITALIAN UNITS 1&2 AND UNITS 3&4

SUBJECT PREREQUISITES The satisfactory completion of Years 7-10 in the chosen language

THIS SUBJECT IS RECOMMENDED FOR Students who are passionate about language and want to bring their skill set to a higher level

COURSE OVERVIEW

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language.

Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Students will participate in conversations, interpret the language of other speakers and present information and ideas on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in the language being studied in a range of contexts and develop cultural understanding in interpreting and creating language.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Language	Language 7 Elective 1 Language 7 Elective 2	Language 8	Language 9	Language 10	Language Unit 1 & 2	Language Unit 3 & 4

VCE FOUNDATION MATHEMATICS UNIT 1&2

SUBJECT PREREQUISITES The satisfactory completion of Mathematics for Foundation or Mathematics for General.

THIS SUBJECT IS RECOMMENDED FOR This subject is a requirement for students who wish to study VCE Foundation Mathematics Unit 3 & 4.

COURSE OVERVIEW

The study of VCE Foundation Mathematics Unit 1 and 2 provide students with mathematical knowledge and skills to solve problems in real contexts relevant to contemporary society, and to prepare for Units 3 and 4. Both units cover algebra, number and structure, data analysis, probability and statistics, discrete mathematics, and space and measurement, with the use of technology incorporated throughout.

UNIT 1

In this unit students with mathematical skills and knowledge to solve real-world problems in various settings. Unit 1 focuses on consolidating mathematical foundations, developing independent and collaborative planning skills, and effective communication of mathematical ideas. The unit covers Algebra, number and structure, Data analysis, probability and statistics, Discrete mathematics, and Space and measurement. Students are expected to apply techniques involving arithmetic, data displays, diagrams, measures, equations, and graphs with or without technology. The use of technology is encouraged throughout the unit to aid teaching, learning, and assessment.

UNIT 2

In this unit students will be applying math to solve practical problems in various contexts. The areas of study are algebra, data analysis, discrete math, and space and measurement. Students should be able to use techniques and processes involving arithmetic, data displays, diagrams, equations, and graphs. They should also be comfortable with mental and by-hand approaches to estimation and computation, as well as the use of technology. Technology will be incorporated throughout the unit for teaching, learning, working mathematically, and assessment

ASSESSMENT

To be credited with these units, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this subject.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics 1&2	Foundation Mathematics 3&4

VCE FOUNDATION MATHEMATICS UNIT 3&4

SUBJECT PREREQUISITES The satisfactory completion of Mathematics for Foundation or Mathematics for General.

THIS SUBJECT IS RECOMMENDED FOR This subject is a requirement for students aiming to complete the VCE Vocational Major program

COURSE OVERVIEW

The study of VCE Foundation Mathematics Units 3 and 4 build on the knowledge and skills acquired in Units 1 and 2 and aim to equip students with the mathematical tools to solve problems in real-life contexts. The units cover four areas of study: Algebra, number and structure, Data analysis, probability and statistics, Discrete mathematics, and Space and measurement. The content is to be developed using familiar situations, national and international contexts, and the use of technology is incorporated throughout each unit as applicable. Overall, Units 3 and 4 aim to equip students with the necessary mathematical knowledge, skills, and understanding to succeed in a range of post-secondary pathways and future careers.

UNIT 3

In this unit, students will develop their understanding of mathematical concepts in a range of contexts. The areas of study covered include ‚Algebra, number and structure' and ‚Data analysis, probability and statistics'. The unit aims to develop students' ability to apply techniques and processes involving rational and real arithmetic, algebra, and measures, among others. In addition, students are encouraged to use technology to support their learning and to apply their knowledge to solve problems in real-life situations.

UNIT 4

In this unit, students build on the knowledge and skills acquired in Unit 3 and focuses on ‚Discrete mathematics' and ‚Space and measurement'. Students are expected to be able to apply their knowledge of geometric objects and constructions, algorithms, equations, and graphs to solve problems. They are also encouraged to use numerical, graphical, geometric, symbolic, and statistical functionality of technology in their learning. The unit emphasizes the importance of understanding the application of mathematical concepts in various contexts, including workplace, personal, and community settings.

ASSESSMENT

To be credited with these units, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this subject.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics 1&2	Foundation Mathematics 3&4

VCE VOCATIONAL MAJOR - LITERACY UNIT 1&2

SUBJECT PREREQUISITES The satisfactory completion of English 10

THIS SUBJECT IS RECOMMENDED FOR This subject is a requirement for students aiming to complete the VCE Vocational Major program.

COURSE OVERVIEW

The VCE VM Literacy course aims to develop students' literacy skills, which are essential for success in further education, training, and employment. The course focuses on developing students' ability to read, write, speak, and listen effectively in a range of contexts and for different purposes. Students are expected to engage with a variety of texts, including literary, informational, and media tests, and to critically analyse and evaluate them. The course also emphasizes the importance of effective communication and collaboration in a range of contexts, including academic, social, and workplace settings. Overall, the VCE VM Literacy course aims to equip students with the skills and knowledge needed to be effective communicators and lifelong learners.

UNIT 1

In this unit, students develop and refine their ability to read and comprehend a range of texts, including fiction and non-fiction. They also develop their writing skills, learning to create effective texts that communicate their ideas clearly and persuasively. Students also learn to analyse the language used in texts, including the features of persuasive language, and they develop their speaking and listening skills through presentations and discussions.

UNIT 2

In this unit, students build on the skills developed in Unit 1, continuing to develop their ability to read and comprehend a range of texts. They also develop their writing skills further, learning to write in a range of styles and genres, including analytical and imaginative writing. Students learn to analyse the structure and features of texts, including the use of literary techniques, and they further develop their speaking and listening skills through class discussions, debates, and presentations.

ASSESSMENT

To be credited with these units, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this subject.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				English 10	VCE (VM) Literacy Unit 1&2	VCE (VM) Literacy Unit 3&4

VCE VOCATIONAL MAJOR - LITERACY UNIT 3&4

SUBJECT PREREQUISITES The satisfactory completion of Literacy Units 1&2

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

The study of VCE VM Literacy course aims to develop students' literacy skills, which are essential for success in further education, training, and employment. The course focuses on developing students' ability to read, write, speak, and listen effectively in a range of contexts and for different purposes. Students are expected to engage with a variety of texts, including literary, informational, and media tests, and to critically analyse and evaluate them. The course also emphasizes the importance of effective communication and collaboration in a range of contexts, including academic, social, and workplace settings. Overall, the VCE VM Literacy course aims to equip students with the skills and knowledge needed to be effective communicators and lifelong learners.

UNIT 3

In this unit, students focus on developing their analytical skills, exploring the ways in which texts are constructed and how they communicate meaning. They also develop their writing skills, learning to write critical, analytical and reflective responses to a range of texts, including literature and media texts. Students continue to refine their speaking and listening skills through class discussions and oral presentations.

UNIT 4

In this unit, students further develop their analytical and critical skills, exploring how different contexts shape the creation and reception of texts. They also develop their research skills, learning to locate, evaluate and use a range of sources to support their arguments. Students continue to develop their writing skills, learning to write sustained, coherent, and well-structured responses to complex texts. They also refine their speaking and listening skills through presentations and discussions, and they develop their skills in using digital technologies to communicate effectively.

ASSESSMENT

To be credited with these units, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this subject.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended *(not compulsary)*	VCE (VM) Literacy Unit 1&2	VCE (VM) Literacy Unit 3&4

VCE VOCATIONAL MAJOR – PERSONAL DEVELOPMENT SKILLS UNIT 1&2

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR The satisfactory completion of vocational preparation (if studied), otherwise, there are no prerequisite studies required for this subject

COURSE OVERVIEW

The VCE VM Personal Development Skills course aims to support students in developing personal and interpersonal skills that are essential for success in life, work, and further education. The course covers a range of topics, including self-awareness and self-management, interpersonal communication, teamwork, problem-solving and decision-making, goal setting and planning, time-management, and stress-management. Through engaging in a range of learning activities, including group work, reflective practice, and experiential learning, students are encouraged to develop their skills and attitudes towards lifelong learning, self-improvement, and personal and social responsibility.

UNIT 1

In this unit, students focus on understanding oneself and building positive relationships. Students explore the concept of self-awareness and learn strategies to develop and maintain positive relationships. They also learn about communication skills, including active listening, questioning techniques, and non-verbal communication

UNIT 2

In this unit, students learn about health and wellbeing, including physical, emotional, social, and spiritual dimensions. They explore the factors that influence health and wellbeing and develop strategies to promote and maintain their own health and wellbeing. Students also learn about stress management and relaxation techniques.

ASSESSMENT

To be credited with these units, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this subject.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended *(not compulsary)*	VCE (VM) Personal Development Skills Unit 1&2	VCE (VM) Personal Development Skills Unit 3&4

VCE VOCATIONAL MAJOR – PERSONAL DEVELOPMENT SKILLS UNIT 3&4

SUBJECT PREREQUISITES The satisfactory completion of Personal Development Skills Unit 1&2.

THIS SUBJECT IS RECOMMENDED FOR This subject is a requirement for students aiming to complete the VCE Vocational Major program.

COURSE OVERVIEW

The study of VCE Vocational Major Personal Development Skills enables students to develop knowledge, skills and attributes that lead to self- development and community engagement through: family, social, community and environmental responsibilities, resilience, self-esteem and efficacy, health and wellbeing, valuing participation in a democratic society.

UNIT 3

In this unit, students focus on interpersonal skills and social awareness in various settings. Students will analyse leadership qualities and effective traits that can be applied to personal and community goals. Effective teamwork components will be explored, and students will reflect on leading and contributing to team problem solving.

UNIT4

In this unit, students will be participating in an extended project focusing on a community issue. They will select one issue relating to the environment, culture, economy, or society and develop and objective to achieve. Students will research information, plan, implement, and evaluate a response to the selected issue. Throughout the project, students will reflect on how to improve community awareness of the issue and consider factors such as emotional intelligence, effective team practices, safety, and ethics.

ASSESSMENT

To be credited with these units, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this subject.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended *(not compulsary)*	VCE (VM) Personal Development Skills Unit 1&2	VCE (VM) Personal Development Skills Unit 3&4

VCE VOCATIONAL MAJOR – WORK RELATED SKILLS UNIT 1&2

SUBJECT PREREQUISITES The satisfactory completion of vocational preparation (if studied), otherwise, there are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR This subject is a requirement for students aiming to complete the VCE Vocational Major program.

COURSE OVERVIEW

The VCE VM Work Related Skills course is designed for students who are interested in developing practical skills and knowledge related to the workforce. The course covers a range of topics such as workplace communication, career planning and development, entrepreneurship, financial literacy, and workplace health and safety. The course aims to prepare students for the world of work by providing them with the necessary skills and knowledge to succeed in their chosen career path.

UNIT 1

In this unit, students will be introduced to the world of work that helps develop their understanding of key concepts and skills required in the workplace. Students will learn about different types of businesses, workplace culture and ethics, communication skills, teamwork, and problem-solving. They will also develop an understanding of occupational health and safety, legal and regulatory frameworks, and how to manage their own career development.:

UNIT 2

In this unit, students focus on developing skills related to employability and career readiness. Students will learn how to identify their personal strengths and weaknesses, set career goals, create a resume and cover letter, prepare for a job interview, and understand the impo rtance of networking. They will also learn about entrepreneurship and the skills required to start and run a small business:

ASSESSMENT

To be credited with these units, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this subject.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended *(not compulsary)*	VCE (VM) Work Related Skills Unit 1&2	VCE (VM) Work Related Skills Unit 3&4

VCE VOCATIONAL MAJOR – WORK RELATED SKILLS UNIT 3&4

SUBJECT PREREQUISITES The satisfactory completion of Work-Related Skills Unit 1&2.

THIS SUBJECT IS RECOMMENDED FOR This subject is a requirement for students aiming to complete the VCE Vocational Major program

COURSE OVERVIEW

The VCE VM Work Related Skills course is designed for students who are interested in developing practical skills and knowledge related to the workforce. The course covers a range of topics such as workplace communication, career planning and development, entrepreneurship, financial literacy, and workplace health and safety. The course aims to prepare students for the world of work by providing them with the necessary skills and knowledge to succeed in their chosen career path.

UNIT 3

In this unit students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. Students will investigate methods for determining pay and conditions, workplace bullying, workplace discriminations, workplace harassment and dispute resolution and finally teamwork and communication skills which contribute to healthy, collegiate and productive workplaces.

UNIT 4

In this unit, students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

ASSESSMENT

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended *(not compulsary)*	VCE (VM) Work Related Skills Unit 1&2	VCE (VM) Work Related Skills Unit 3&4

VET OFF-CAMPUS PROGRAMS

SUBJECT PREREQUISITES

There are no prerequisites required to undertake a VET Off-Campus program however, these programs are completed over two years and students will need to complete the first year of the VET study before progressing to the second year of the course.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in obtaining an additional qualification as part of their VCE or VCE (VM) program. Students looking to obtain an apprenticeship, progress to tertiary study at the Diploma level or enter the workforce after completing Year 12 would benefit from completing an off-campus VET program.

COURSE OVERVIEW

Whitefriars College offers senior students the opportunity to access VET programs off-campus via our VET partnerships with nearby schools through the Mullum VET Cluster and TAFE institutes such as Box Hill and Swinburne. Popular VET programs include Building & Construction, Hospitality, Engineering, Furniture, Electrotechnology, Plumbing, Automotive, Music Industry and more.

When selecting a VET program, students should be mindful of the following:

1. VET programs attract additional fees.
2. Students must enrol in a full sequence of the Certificate i.e. for the full year. Most certificates take two years to complete.
3. As there are requirements in relation to managing timetables and working outside the school, the approval of the Pathways Coordinator and Director (Senior Years) is critical. Students wishing to undertake VET studies can do so provided the VET studies can be successfully integrated with the student's VCE or VCE (VM) course of study at the College.

VET IN VCE

VCE students who successfully complete a two-year off-campus VET program will receive at least four units of credit towards their VCE and a contribution to their ATAR.

VET IN VCE (VM)

VET is a compulsory element of a VCE (VM) program. Students must complete their VET program in each year of the VCE (VM) to qualify for their VCE (VM) Certificate.

Any student who is interested in taking up a VET program should discuss this option with the Pathways Coordinator, Careers Coordinator and/or the Director (Senior Years) at the time of subject selection. If the VET program is offered off-campus the **VET Off-Campus Application Form** will also need to be submitted as part of the subject selection process.

COLLEGE LEVIES

Mullum VET Cluster programs: $350 per year
VET programs through TAFE institutes: $750 per year

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VET				Vocational Preparation *(Recommended not compulsary)*	VCE (VM)	VCE (VM)
					VCE	VCE

SUBJECT	Unit 1 Preferable	Unit 2 Preferable	Both Unit 1&2 Required	Neither Unit 1 or 2 Required
Accounting	✓	✓		✓
Applied Computing	✓			✓
Art Making & Exhibiting	✓	✓		✓
Biology	✓	✓		✓
Business Management	✓	✓		✓
Chemistry			✓	
Economics	✓	✓		✓
English / EAL			✓	
English Language			✓	
Food Studies				✓
General Mathematics			✓	
Geography				✓
Health & Human Development	✓			✓
History				✓
Languages			✓	
Legal Studies	✓	✓		✓
Literature			✓	
Mathematical Methods			✓	
Media	✓	✓		✓
Music **	✓	✓		✓
Outdoor and Environmental Studies	✓	✓		✓
Physical Education	✓			✓
Physics			✓	
Politics				✓
Product Design and Technology	✓	✓		✓
Psychology	✓			✓
Religion & Society	✓			✓
Specialist Mathematics			✓	
Theatre Studies	✓			✓
Visual Communication Design	✓	✓		✓
VET Cert III Sport and Recreation	If studied in Year 12 only, students will not be able to gain the certificate. This study will contribute to the ATAR.			
Foundation Mathematics *				✓
Vocational Major - Literacy *				✓
Vocational Major - Personal Development Skills *				✓
Vocational Major - Work Related Skills *				✓

* *Only available to students enrolled in VCE Vocational Major Pathway.*
** *Involvement in instrumental program is required if one unit is completed in Year 11*

PATHWAY CHART

CAREERS

https://www.whitefriarscareers.com/

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CONTACT US

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