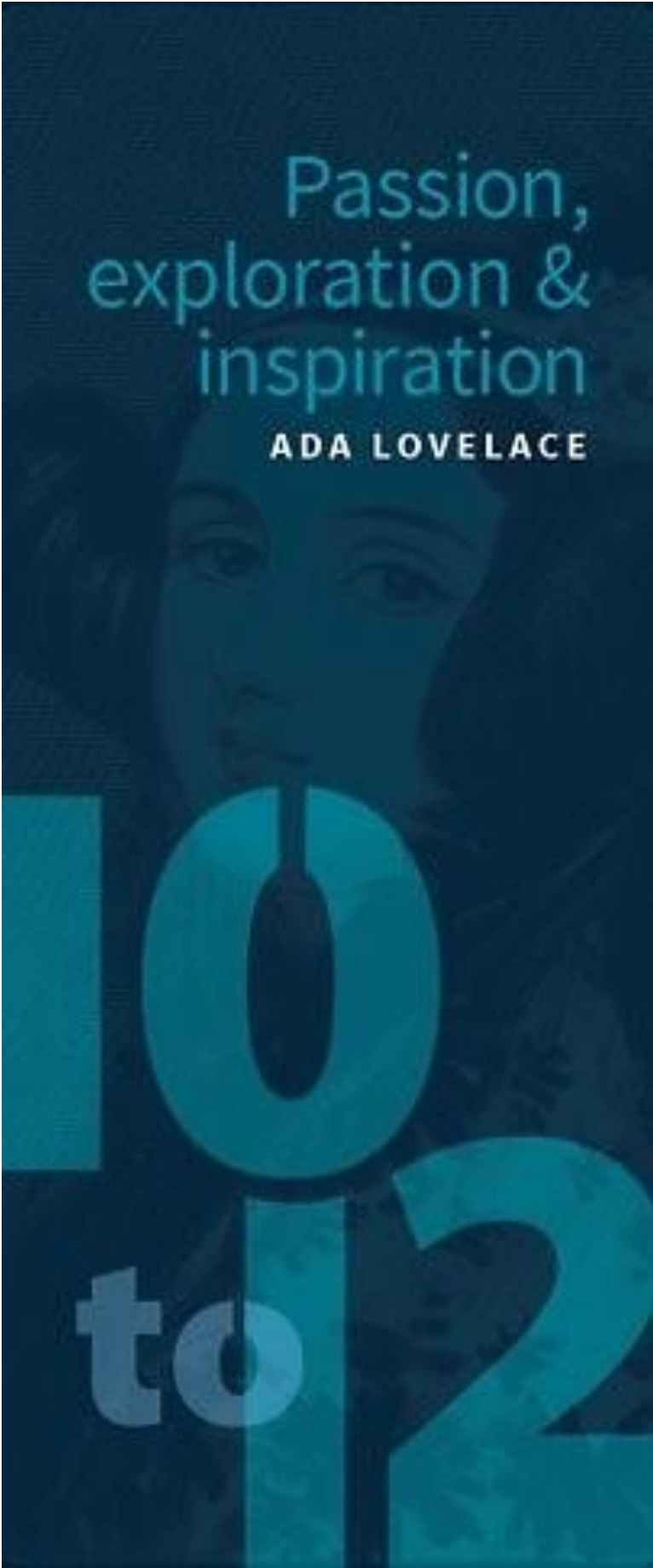




Passion,
exploration &
inspiration

ADA LOVELACE

Preston High School

The Ada Years
Year 10
Handbook

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Preston High School Curriculum

Our curriculum is structured across three distinct phases. This narrative articulates the development of Preston High School students at each stage of their secondary education. Our curriculum narrative underpins a cohesive curriculum which considers the whole student and the interconnectedness of the domain areas.



The Ada Program – Pathways and Passions

When Preston High School students reach the Ada Program, they focus their attention on deep learning in areas of passion and interest, in preparation for tertiary study and the world of work in the mid-21st century. In Year 10, students complete the requirements of the Victorian Curriculum (P-10) and some commence Victorian Certificate of Education (VCE) studies or Vocational Education and Training (VET). Across Year 11 and 12 students complete their VCE and have opportunities to engage in VET.

Our school values of excellence, inclusion and community form the basis of the Ada Year 10 program which has been developed to empower our students to explore where their passions, interests and talents may lead in the future through a careers component. This includes the development of a career action plan, an excursion to the Victorian Careers Show, exposure to industry speakers, mock job interviews, career and subject counselling and a work experience placement in an industry they would like to investigate for their future.

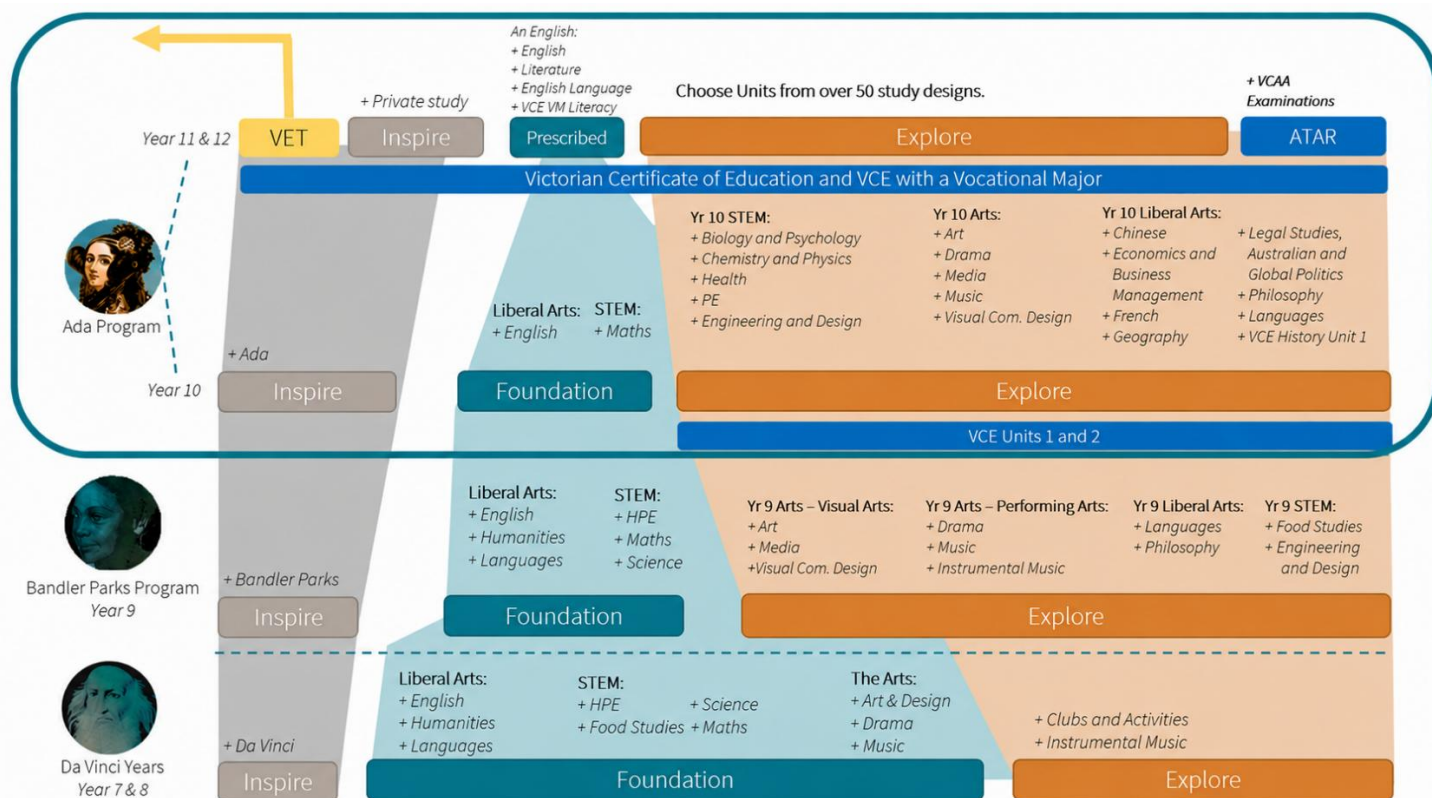
The wellbeing component consists of sessions and experiences to equip students with the tools and skills to look after themselves and their community. Students continue to develop their personal, social and emotional capabilities through sessions around respectful relationships, health and nutrition, safe partying, road safety, fitness and mental health first aid.

Early start VCE is another component that seeks to close the gap between our students' aspirations and the knowledge and skills required to get them there, with the early start option allowing students to gain a sense of the academic rigour and study skills needed to excel in their senior years of high school. Study skills seminars and exams are also a part of the Year 10 experience at PHS.

Key Student Experiences in the Ada Years Program

- Early start VCE
- Work experience
- Wellbeing activities
- More independence and flexibility with time management
- Leadership opportunities
- University and TAFE experiences

Curriculum Structure from Year 7 to 12 at Preston High School

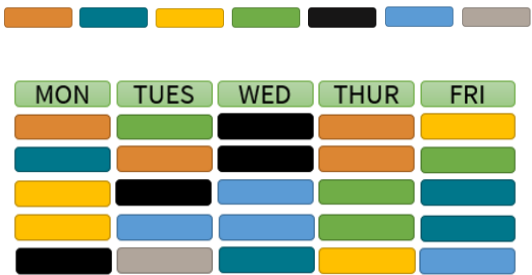


Graphic Key:

- **ATAR** – Australian Tertiary Admission Rank is an entry criterion for most Australian undergraduate university studies.
- **Prescribed** – To attain a Victorian Certificate of Education students must complete a Units 3 and 4 sequence of an English course. English is the only compulsory subject to complete the VCE.
- **STEM** – Science Technology Engineering and Mathematics – an educational acronym used to describe a group of interrelated disciplines.
- **Unit** – VCE is a sequence of four Units. Units 1 and 2 at Year 11 level and Units 3 and 4 at Year 12 level.
- **VCAA** - Victorian Curriculum and Assessment Authority, is a statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria, Australia.
- **VET** – Vocational Education and Training courses are nationally recognised qualifications that can contribute toward the completion of the VCE.
- **VCE with a Vocational Major** – VCE VM allows for students to complete a suite of literacy, numeracy, work preparedness, VET and VCE subjects. It is suitable for students planning to do an apprenticeship or further vocational training.

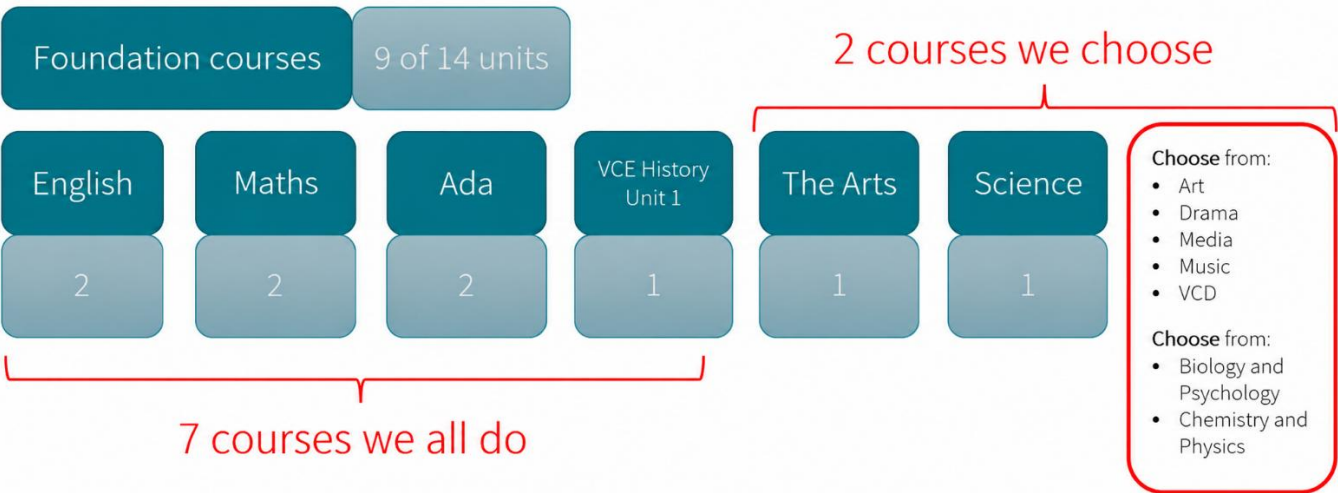
Ada (Year 10) Program Structure

Across Year 10, students engage in seven courses per semester.



Six of these courses run for four sessions per week, while the Ada Program runs for one session per week. Year 10 students will have two study sessions per week. These sessions may occur off-campus or may be used to give students additional support with the completion of learning tasks, and outcomes pages for early start VCE.

In preparation for the Victorian Certificate of Education (VCE), each semester is counted as one unit of a subject. Students engage with 14 units across the year. In Year 10, all students study English, Maths, and VCE History Unit 1. They also choose a subject from the science group and one from the arts group.



Why does everyone take a Unit of VCE History? It is a great subject that builds writing skills.

All Preston High School Year 10 students study Unit 1 VCE History. This is a fascinating subject, which also builds skills in writing. The single most important skill in VCE is writing with nearly every Year 12 subject having a written exam worth 50% of the final score. The only compulsory Year 12 subject (all students must complete a Units 3 and 4 sequence in English) includes a three-hour written exam. Across the state, there is a very strong correlation between a student’s score on the GAT writing task and their final ATAR. If students wish, they can continue to study VCE History in Year 10 and complete Unit 2 in semester 2 as an Early start option. For details on the skills and knowledge covered in Unit 2 VCE History, please refer to the Ada VCE and VM Subject Handbook.

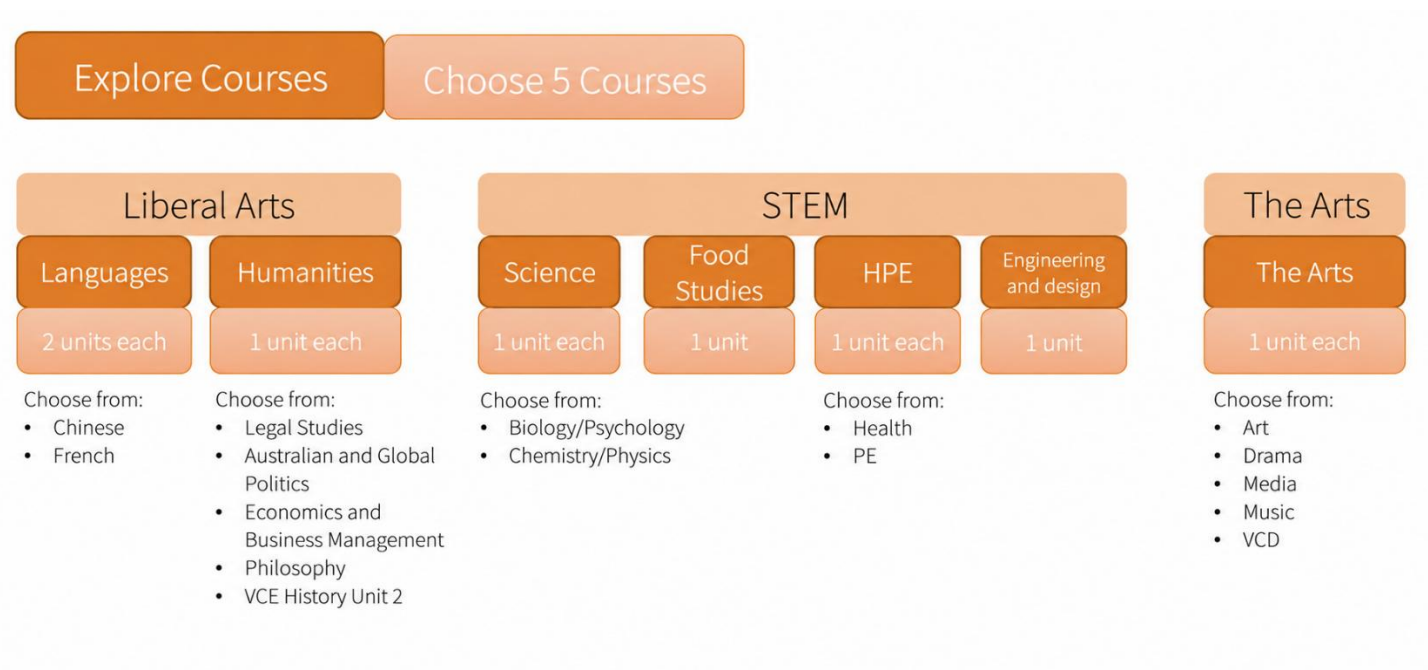
Explore subject choices in Year 10

The remaining five units are free choice and come from both the **explore courses** and the **early start VCE subjects**, more information on which can be found in the VCE handbook. The options available for early start could differ slightly each year dependent on student choice and timetable availability. Students can continue with Unit 2 of VCE History in semester 2 if they desire.

- Semester 1

English	Maths	Ada	VCE Hist.	Science		
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- Semester 2

English	Maths	Ada	The Arts			
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Overview of Year 10 Courses and Studies

- Students study six courses, each of four sessions per week.
- The Ada Program runs all year for two sessions per week
- All courses are one semester long (except where noted)
- 1 unit = 1 semester, 7 units per semester, total of 14 units per year

English (2 units)		
Organised into trimesters where students have a taste of each VCE study design.		
English Language	Literature	English

Mathematics (2 units)	
Semester 1	Semester 2 Students elect to continue with either:
Mathematics	10 Mathematical Methods OR 10 General Mathematics

	Liberal Arts	STEM	Arts
Foundation (Compulsory)	All students: • VCE History Unit 1 Students are eligible for a Victorian Curriculum History Strand level of achievement upon completion of this unit.	Must choose at least one science unit from: • Chemistry and Physics • Biology and Psychology	One unit of any of the arts
Explore (Free choice)	Then choose any: • Chinese (counts as two units) • Economics and Business Management • French (counts as two units) • Geography • History Unit 2 • Legal Studies, Australian and Global Politics • Philosophy	Then choose any: • Health • Physical Education • Food studies • The remaining Chemistry and Physics or Biology and Psychology • Engineering and design • Exploring Industry • Experiencing Industry	• Art • Drama • Media • Music • VCD
VCE Units 1 and 2	• A variety of Units 1 and 2 subjects will be on offer each year dependent on student choice and timetables • An approved VCE VET Units 1 and 2 subject		

Subject Preferences

Below are details for each of the subjects on offer in Year 10.

All students are encouraged to engage with their classroom teachers, adults at home and mentors when making subject preferences. The subjects that run and how timetables are organised are impacted by a range of factors such as availability of resources like teachers, specialist equipment and rooms, and how many students have chosen certain subjects. The school will always keep students at the centre of our decision-making, yet students should understand that subject preference is not a guarantee.

The Ada Program

The Ada Program is a compulsory year-long subject that runs for two sessions per week.

The Ada Program is a combined course providing essential preparation for senior school life such as work experience and selection of pathways, study skills for exams, and personal and social development sessions. To further support their wellbeing, students will also engage in a variety of physical activities.

Liberal Arts: Chinese

Chinese is a year-long subject and will count for two of the explore (free choice) units. Students must have successfully completed Chinese from Year 7 to Year 9 or demonstrate an equivalent level of proficiency as assessed by the Languages Department.

In Ada (Year 10) Chinese, students explore and develop their Chinese language skills and understanding of the traditions and contemporary cultural practices of Chinese-speaking communities. This subject enables students to use Chinese to communicate with others and present their ideas on a range of topics, such as travel, youth issues and family relationships. Students further understand the relationship between language and culture in effective communication and consolidate and extend their listening, speaking, reading and writing skills. They also develop the skills required for VCE Chinese, life-long learning and the world of work.

The big ideas:

- *What is the significance of family relationships in shaping identity and culture in China?*
- *How has life for young people in China been impacted by changes to Chinese society?*
- *How has contemporary Chinese culture been shaped by the ideas of Chinese philosophers?*

Liberal Arts: Economics and Business Management

Economics and Business Management is a semester-long subject and will count as one unit of the explore (free choice) units.

Ada (Year 10) Economics and Business Management explores the ways in which individuals, businesses and governments make decisions that affect our everyday lives. This subject enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global level and the effects of these decisions on themselves and others, now and in the future. In studying economics and business, students develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events.

The big ideas:

- *How do we allocate finite resources when we have infinite demands?*
- *How is economic performance and standards of living linked within and between economies?*
- *What are intended and unintended effects of economic and business decisions and the potential consequences of alternative actions?*

Liberal Arts: English

English is a compulsory year-long subject and will count as two units.

Ada (Year 10) English allows students a taste of the VCE English subjects. In the English Language unit, students explore how the way we use language reflects the context in which it is used. Students examine how the use of language in society is complex and nuanced. They are equipped with metalinguistic tools to deconstruct language in practice. In the Literature unit, students consider how meaning is derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. In the English unit, students focus on how authors create meaning in written, spoken and multimodal texts of varying complexity. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

The big ideas:

- *How does language relate to the situational and cultural context of its use?*
- *How and why is language used and interpreted in different ways?*
- *How do authors construct texts and use literary devices for a specific form, purpose, and audience?*
- *How do our personal experiences influence our reading of and engagement with texts?*

Liberal Arts: French

French is a year-long subject and will count for two explore (free choice) units. Students must have successfully completed French from Year 7 to Year 9 or demonstrate an equivalent level of proficiency as assessed by the Languages Department.

In Ada (Year 10) French, students explore language and ideas concerning the individual, French-speaking communities, and the world around us. Students strengthen their communication abilities and present their ideas on many topics and ideas. Building upon their years of language study, they comprehend, describe and analyse authentic French texts and create their own. This subject explores concepts such as youth issues, the environment, modern history and cultural issues through a multitude of different communicative functions and language skills. Students develop and refine the key grammar, knowledge and skills they need for VCE French and life beyond school.

The big ideas:

- *What unites young people around the world?*
- *How does history influence culture?*
- *How does intercultural understanding help us address climate change?*
- *What moments in my life make me who I am?*

Liberal Arts: Geography

Geography is a semester-long subject and will count as one unit of the explore (free choice) units.

In Ada (Year 10) Geography students focus on two main themes: Geographies of Human Wellbeing and Environmental Change and Management. The course will develop students' skills and knowledge from Year 9 Geography and prepare them for VCE Geography. Students examine the relationship between humans and their environment, including topics such as population distribution, urbanisation, health and disease, natural hazards, climate change, deforestation and pollution. They investigate sustainable development and its principles, including environmental, economic and social sustainability. Real world case studies on social and environmental change are explored through a research task, hands-on fieldwork and a fieldwork report. Students learn to analyse data and evaluate policies and strategies used to manage issues at different scales while becoming informed and engaged in issues related to sustainable development and the impact of human activities on the planet.

The big ideas:

- *How can we create more equitable places for a changing global population?*
- *How do we balance economic development and growth with environmental protection and sustainability?*
- *What is the role of human beings in shaping the environment?*
- *What responsibilities do we have towards the natural world?*

Liberal Arts: VCE History Unit 1

VCE History Unit 1 is a compulsory semester-long subject and will count as one unit.

Students can apply to undertake Unit 2 Modern History as an Early Start semester long subject – please refer to the Early Start section of this handbook for further information.

In VCE History Unit 1, students examine the nature of social, political, economic, and cultural change from the late 19th century to the mid-20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that have defined the modern world. Germany is used as the lens to explore this turbulent era, including the devastating consequences of World War One, the dramatic changes that occurred under the Weimar Republic, the events that contributed to its demise and the rise of Nazism, and eventually World War Two. Students also explore the way society and culture changed during this time, with a focus on the consequences of Nazi-rule, and how it impacted on different groups in German society. Special attention is placed on the impact of Nazi-rule on Europe's Jewish population, with a focus on the events surrounding the Holocaust and their historical significance.

Liberal Arts: Legal Studies and Politics

Legal Studies, Australian and Global Politics is a semester-long subject and will count as one unit of the explore (free choice) units.

The Ada (Year 10) Legal Studies and Politics subject enables students to become active and informed citizens and provides a pathway for further study in VCE Legal Studies and Politics. Students explore Australia's system of government and the features and principles of Australia's legal system. They investigate Australia's roles and responsibilities within its regional context, including its responses to a human rights issue. Throughout the subject, students analyse contemporary sources and case studies to develop their understanding.

The big ideas:

- *What are the key principles of Australia's system of justice?*
- *How does Australia's court system work in support of a democratic and just society?*
- *How does Australia's system of government compare with other systems in the Asia-Pacific region?*
- *What are Australia's regional roles and responsibilities?*

Liberal Arts: Philosophy

Philosophy is a semester-long subject and will count as one unit of the explore (free choice) units.

The Ada (Year 10) Philosophy subject explores the foundational concept of knowledge. Students ask, “What is knowledge and how do we gain it?” and through this investigation they explore the key philosophers of the early modern era such as Rene Descartes, John Locke and David Hume. Students also undertake their own philosophical inquiry, exploring a question of their choice through different philosophical viewpoints, application to chosen scenarios, thought experiments and fields, such as Science, Art or Law. This subject utilises philosophical methods of inquiry to explore a broad range of themes and discussions. Students develop skills in reasoning and argument and explore epistemology (the philosophy of knowledge). The development of philosophical thinking benefits learning in varied academic fields, such as sciences, humanities, and the arts. Additionally, philosophical thinking deepens curiosity, problem-solving skills, and open-mindedness.

The big ideas:

- *What can be known with certainty?*
- *What is knowledge?*
- *How do we gain knowledge?*
- *What is worth knowing?*

STEM: Biology and Psychology

Biology and Psychology is a semester-long subject and can count as a foundation (compulsory) STEM unit or one explore (free choice) unit.

The Ada (Year 10) Biology and Psychology subject provides students with the opportunity to develop a deeper understanding of genetics and explore the evidence of scientific theories that explain human development. Students study psychological sciences by investigating the influence of nature and nurture on concepts such as intelligence and personality.

Throughout the subject, students analyse models, theories and case studies, and consider how we form our understanding of human behaviour.

A focus of this subject is the development of inquiry skills to evaluate and conduct investigations and construct evidence-based conclusions and arguments, preparing students for VCE Science studies.

The big ideas:

- *What is the nature vs nurture debate?*
- *What is genetic variation and how does it occur?*
- *How does the environment impact human behaviour and development?*
- *How has past research and theories contributed to our understanding of the nature vs nurture debate?*

STEM: Chemistry and Physics

Chemistry and Physics is a semester-long subject and can count as a foundation (compulsory) STEM unit or one explore (free choice) unit.

The Ada (Year 10) Chemistry and Physics subject develops students' understanding of chemical reactions, the building blocks of the universe, and the laws of motion, gravity, light, and energy that explain everything from black holes to the movement of a car. In the Chemistry units, students extend their understanding of the elements that make up all matter in the universe, the weird and wonderful substances created when they react, and master some of these fast and slow processes in the lab. In the Physics units, students investigate energy and forces in various forms, to explain and understand the mysteries of space, the planets, stars, and movement here on Earth. A focus in this subject is on designing and conducting experiments that produce reliable and accurate results, preparing students for VCE science studies.

The big ideas:

- *What are chemical reactions and how do they underpin scientific phenomena on Earth and beyond?*
- *Can forces and energy be used to explain every physical phenomenon on Earth and in space?*
- *How can careful scientific experimentation be used to explain and provide evidence for theories?*

STEM: Exploring Industry

Exploring Industry is a semester-long subject and will count as one unit of the explore (free choice) units.

The Ada (Year 10) Exploring Industry subject is designed for students to develop industry skills designed to assist them with furthering their knowledge of different vocational careers and the pathways necessary to begin careers in different industries. Students will experience a broad range of industries throughout the program, which could include architecture and interior design, engineering, animal care, early childhood education and care, hairdressing, hospitality, locksmithing, bricklaying, IT and cyber security, carpentry, visual arts, painting and decorating, and electrotechnology. This allows students to make an informed decision when selecting a VET course for Year 11. Students will explore and research different industries throughout the semester. Opportunities will be provided for students to attend expos, industry days, and other related events to support their understanding. Exploring Industry is a prerequisite for Experiencing Industry.

The big ideas:

- *How do different industries contribute to the way society is run?*
- *How can industries adapt to improve environmental outcomes?*
- *How does learning in a vocational setting differ from an academic one?*

STEM: Experiencing Industry

Experiencing Industry is a semester-long subject and will count as one unit of the explore (free choice) units.

The Ada (Year 10) Experiencing Industry subject is designed for students to experience a chosen vocational industry. Students conduct projects in class focused on their chosen industry, exploring the pathways and career opportunities available. They also gain practical experience through placements in their chosen industry. The course culminates with students contributing towards a project to enhance the school community. Students wishing to preference Experiencing Industry should also preference Exploring Industry.

The big ideas:

- *How can I start a career in my industry of interest?*
- *What do different pathways look like within an industry?*
- *How can group projects improve our school community?*

STEM: Engineering and Design

Engineering and Design is offered as a semester-long **explore** subject. Students follow the Preston High School Design Thinking cycle to create innovative solutions to real life problems. Students combine concepts from a range of learning areas, but the main skills taught are Design Thinking, 3D Manufacturing (Laser Cutting and 3D Printing), coding, circuit and robotics. The focus is on ideating and prototyping to create physical products in collaboration with peers.

The big ideas:

- *How can my skills and knowledge combine to create a solution to a real-life problem?*
- *What technical skills can I develop to turn my solution into reality?*
- *How do I collaborate to improve the effectiveness of my design?*
- *How can I utilise a cyclical design approach to improve the quality of my solution?*

STEM: Food Studies

Health is a semester-long subject and will count as one unit of the explore (free choice) units.

The Ada (Year 10) Food Studies subject explores and investigates the factors that influence the creation of food solutions for healthy eating in a sustainable way. Students learn how to critique and evaluate the various sources of information about food. They consider the role media, government and food experts in play in forming popular opinion about all things food. Students will apply and evaluate design ideas, processes and solutions to various food problems. The course showcases and prepares students for VCE Food Studies.

The big ideas:

- *What are the factors that contribute to a safe food supply?*
- *How can social, cultural and political factors influence food choices?*
- *How can we improve food literacy in Australia?*

STEM: Health

Health is a semester-long subject and will count as one unit of the explore (free choice) units.

The Ada (Year 10) Health subject explores health and wellbeing far beyond the individual. Students learn how important health and wellbeing is to individuals, communities, countries, and global society. Students examine the relationship of biological, sociocultural and environmental factors that support and improve health and wellbeing. Students explore health in Preston and the local community by carrying out health surveys of local parks, supermarkets, and shopping centres. The course showcases and prepares students for VCE Health and Human Development.

The big ideas:

- *What are the factors that contribute to health inequalities in a global context?*
- *How can social, cultural and political factors influence health behaviours?*
- *How can we improve health and wellbeing in Australia?*

STEM: Mathematics

Mathematics is a compulsory year-long subject and will count as two units.

Semester 1 of the Ada (Year 10) Mathematics course is undertaken by all students. Students explore different “flavours” of mathematics to see which areas they would like to study in more depth during semester 2. In semester 1, students explore statistical graphs, summaries and claims made in the media, describe relationships using algebraic equations, and learn how maths can be used to plan financial spending and saving as an adult.

In semester 2, students choose to either study 10 General Mathematics or 10 Mathematical Methods depending on their interests, teacher recommendations, and possible future career paths. These courses are designed to help prepare students for VCE General Mathematics and VCE Mathematical Methods but will not limit students in their choices for these respective courses in Year 11. 10 General Mathematics will focus on data analysis, financial modelling, and networks (also known as Decision Maths). 10 Mathematical Methods will focus on linear and quadratic algebraic and graphical relationships, and trigonometry.

The big ideas:

- *Can algebra be used to describe everything?*
- *Which statistical information in the media can be trusted, and how do we decide what to trust?*
- *How can I use maths to plan future spending and saving of money as an adult?*

STEM: Physical Education

Physical Education is a semester-long subject and will count as one unit of the explore (free choice) units.

Ada (Year 10) Physical Education explores the interrelationships between anatomical, physiological and skill acquisition principles to understand their role in producing and refining movement. In integrated learning experiences, students apply theoretical concepts and reflect on factors that affect all levels of performance in sport, exercise and physical activity. The course provides students with frequent opportunities to participate in physical activities in the local community. Students examine the core concepts that underpin movement, performance and participation in physical activity, sport and exercise.

The big ideas:

- *How do the musculoskeletal system and energy systems work to produce movement?*
- *What are the interrelationships within the cardiorespiratory system at rest and during physical activity?*
- *What are the relationships between physical activity, sport, health and society?*

The Arts: Art

Art is a semester-long subject and can count as a foundation (compulsory) Arts unit or one explore (free choice) unit.

In the Ada (Year 10) Art subject, students explore their own and others' artmaking to deepen their understanding of visual arts practices and consider how artists develop, communicate, and present ideas and meanings to audiences through art. Students learn about inspirational artists and artworks, generate ideas, create artworks, and document their creative process in a visual diary. They use art elements and principles and experiment with a range of materials and techniques in artforms like drawing, printmaking, painting, and photography to develop their personal style and aesthetic.

The big ideas:

- *How are ideas communicated through art?*
- *What is the relationship between art and identity?*
- *How do humans use art to relate to the world around them?*

The Arts: Drama

Drama is a semester-long subject and can count as a foundation (compulsory) Arts unit or one explore (free choice) unit.

Through an exploration of stimulus material and a solo performance, the Ada (year 10) Drama subject drives students in the direction of contemporary devised theatre. In the first term, as students progress in their skills and knowledge, they plan, rehearse, and perform devised group pieces that connect ideas, themes, and the modern world. The second term concentrates on the interpretation of a scripted solo performance. By interpreting dialogue, students focus on the expressive and performance skills needed to craft a dynamic solo piece and enhance performance through the use of stagecraft.

The big ideas:

- *How can current events translate to the stage?*
- *How can we reach the minds of the audience?*
- *How can stagecraft be manipulated to strengthen a performance?*

The Arts: Media

Media is a semester-long subject and can count as a foundation (compulsory) Arts unit or one explore (free choice) unit.

In the Ada (Year 10) Media subject, students discover how media is constructed to communicate meanings and messages to audiences or consumers. They sharpen their analytical skills to investigate the works of others, and plan, design and produce their own media products in forms such as photography, print media, audio, and film. Students explore codes and conventions used in media like editing and mise-en-scène, to construct genre and representations, work collaboratively to use the production process, and operate digital technologies and equipment.

The big ideas:

- *How can media creators use media products to influence the ideas and behaviour of audiences?*
- *What role does media play in society and culture?*
- *How do I engage with media texts as an audience and creator in my own life?*

The Arts: Music

Music is a semester-long subject and can count as a foundation (compulsory) Arts unit or one explore (free choice) unit.

The Ada (Year 10) Music subject explores the way we perform, listen to, and create music. Students analyse music from different cultures and time periods, as well as explore the relationship music has with culture. Students also arrange music for different instrument combinations using various methods including computer software-based composition (DAWs), traditional musical notation, and contemporary musical notation. Finally, the subject provides students with opportunities for group performances in a diverse range of styles and genres.

The big ideas:

- *How can I develop my performance, improvising and composition skills?*
- *How do different cultures use music to connect themselves to their beliefs and their community?*
- *What are the different Latin music styles and how do they use rhythm in performance?*
- *How do I arrange music for different styles, genres, and instruments?*

The Arts: Visual Communication Design

Visual Communication Design is a semester-long subject and can count as a foundation (compulsory) Arts unit or one explore (free choice) unit.

In the Ada (Year 10) Visual Communication Design subject, students discover the world of design and its significant influence on daily life and broader society and culture. They explore areas of design such as product design, graphic design and illustration, and architecture to create messages, objects, environments, and interactive experiences. Students engage with and analyse how designers use visual language to communicate ideas and information to an audience. They apply and document the stages of the design process using a visual diary, conducting research, generating and developing ideas, and resolving final presentations that meet the requirements of a design brief. Students also learn skills in technical, observational and visualisation drawing. They use manual and digital methods, media, and materials to produce visual communications, and use design elements and principles to improve the aesthetic and functionality of designs.

The big ideas:

- *What roles do designers play in everyday life?*
- *How do I send messages and appeal to audiences using visual language?*
- *What makes a design successful or effective?*

VCE at Preston High School

The Victorian Certificate of Education (VCE) provides diverse pathways to further study, training and employment. There are two pathway options available for students undertaking VCE. Students may elect to take VCE (ATAR pathway) or the VCE with a Vocational Major (VCE VM).

The VCE and VCE Vocational Major (VCE-VM) are senior secondary certificates made up of subjects that are structured into units. Most students complete five or six subjects over Years 11 and 12. Typically, students undertake Units 1 and 2 in Year 11 and progress to Units 3 and 4 in Year 12. Each unit represents one semester of study, with most subjects running for two consecutive units across a full year.

To attain a VCE certificate by the end of Year 12, a student must have attendance of 90% or higher and successfully complete:

- any VCE English study,
- three additional Units 3 and 4 studies (subjects),
- a minimum of 16 units overall, 8 of which are Units 3 and 4 sequences.

To attain a VCE VM certificate by the end of Year 12, a student must have attendance of 90% or higher and successfully complete:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE VM Personal Development Skills units
- 2 VCE VM Work Related Skills units
- 2 VCE Mathematics units (General or Foundation Maths) (Numeracy)
- 3 other Unit 3 and 4 sequences of your choice (can include VCE subjects or VCE VET scored subjects)
- VET at a Certificate II level or above (minimum 180 nominal hours)

A minimum of 16 VCE units in total, including at least 8 Units 3 and 4 sequences

To successfully complete a VCE unit, students will demonstrate their skills and understanding through classwork, PPR (prepare, practise and revise) tasks and milestones. Teachers will publish the outcomes students must demonstrate at the start of the semester and record student progress on a skills and knowledge rubric. Early start VCE students wishing to progress into Units 3 and 4 of a subject in Year 11 must obtain a satisfactory result for both Units 1 and 2 of that subject.

In Term 2 of Year 10, families and students will be provided with detailed information about pathway options. Students may elect to undertake a VCE VM (Vocational Major) or VCE (ATAR) pathway in Years 11 and 12.

To achieve a score in the VCE (ATAR) pathway, all graded School Assessed Coursework (SAC) and subject examinations must be completed. Students undertaking a VCE (ATAR) pathway will aim to successfully complete a minimum of five Units 3 and 4 sequences.

Studying VCE Units 1 and 2 in Year 10

Studying VCE Units in Year 10 allows students to pursue deep learning in areas that they are interested in and passionate about. Additionally, studying VCE Units in Year 10 prepares students for the academic rigour of the VCE in Year 11 and 12, enables students to further develop their independent learning skills and affords students more choice later in their VCE. All Preston High School students will study Unit 1 History and may have the opportunity to study up to two additional Units 1 and 2 subjects.

To be granted access to studying a VCE Units 1 and 2 in Year 10, students must meet certain criteria. These criteria are to ensure students have the growth habits and learning behaviours that will enable them to manage the required step-up in maturity as a learner (the Bandler Parks and Ada Heads of School may vary these on a case-by-case basis):

- Punctual submission of all Year 9 learning tasks
- Average Growth Habits at or above expected level for Year 9 (Level 3)
- A completed Career Action Plan
- A conversation with a teacher for the relevant subject and mentor teacher
- Minimum 90% attendance. Special dispensation for the 90% will be considered by the Bandler Parks Program Leader for extenuating circumstances

Students will be able to set goals based on these criteria and demonstrate their ability to undertake VCE studies in Year 10 during Term 2 and Term 3.