



PRESTON
HIGH SCHOOL

Empowering
tomorrow's
leaders.

The Ada Years VCE
with ATAR and
VCE VM
Handbook

Contents

Introduction to Pathways in the Ada Years	5
Our Mission: Empowering tomorrow's leaders	5
Our Vision	5
Our Motto: Lead, Explore, Inspire	5
Our Values: Excellence, Inclusion, Community	6
Explanation of Senior School Pathways	6
Victorian Certificate of Education (VCE) – Australian Tertiary Admissions Rank (ATAR) Pathway	7
Victorian Certificate of Education with a Vocational Major (VCE VM)	8
The VCE Vocational Major (VCE-VM) is designed for?	8
What do students' study in the VCE VM?	8
What is VCE?	8
Why study VCE?	9
Satisfactory Completion of VCE	9
ATARs and Prerequisites	9
Study Scores, Scaling and ATAR calculation	10
VTAC Subject Restrictions	11
VTAC Study Groupings	11
Alternative Pathways to University	12
VCE with ATAR and VCE VM Course Selection	12
VCE Subjects	14
Subject Outlines	15
English	15
VCE English/EAL Units 1 - 4	15
VCE English Language Units 1 – 4	16
VCE Literature Units 1 - 4	17
Performing Arts	18
VCE Drama Units 1 - 4	18
VCE Music Units 1 – 2	19
VCE Music Inquiry Units 3 – 4	19
Visual Arts	20
VCE Art Creative Practice Units 1 - 4	20
VCE Media Units 1 - 4	21
VCE Visual Communication and Design Units 1 – 4	22
Mathematics	23

VCE Foundation Mathematics Units 1 – 4	23
VCE General Mathematics Units 1 - 4.....	24
VCE Mathematical Methods Units 1 - 4.....	25
VCE Specialist Maths Units 1 - 4	26
Humanities.....	27
VCE Politics Units 1 - 4.....	27
VCE Geography Units 1 - 4.....	28
VCE History: Ancient History Units 1 - 4	29
VCE History: Modern History Units 1 - 2.....	30
VCE History: Revolutions Units 3 - 4	31
VCE Philosophy Units 1 - 4.....	32
Sciences.....	33
VCE Biology Units 1 - 4	33
VCE Chemistry Units 1 – 4.....	34
VCE Physics Units 1 – 4.....	35
VCE Psychology Units 1 – 4	36
Business and Economics	37
VCE Business Management Units 1 - 4.....	37
VCE Economics Units 1 - 4.....	38
VCE Legal Studies Units 1 - 4.....	39
Health and Physical Education	40
VCE Health and Human Development Units 1 – 4	40
VCE Physical Education Units 1 - 4.....	41
Languages.....	42
VCE Chinese Language, Culture and Society Units 1 - 4	42
VCE French Units 1 - 4.....	43
Design and Technologies.....	44
Food Studies Units 1-2	44
Systems Engineering Units 1-4	45
VCE Vocational Major.....	46
VCE VM Work Related Skills Units 1 - 4	46
VCE VM Personal Development Skills Units 1 - 4.....	47
VCE VM Literacy Units 1 - 4.....	48
Studying a Subject Externally.....	49
Victorian School of Languages	49

Studying a language through a Language School	50
Enrolment process to study language externally through VSL or other providers	50
Virtual School Victoria	50
Enrolment Process	51
Higher Education Studies	51
Enrolment Requirements.....	51
Approval Process	52
Who is HES for?	52
Completing Units 3 and 4 Subjects in Year 11.....	52
Requirements to enrol in two Units 3 and 4 subjects in Year 11	52
Requirements to enrol in one Units 3 and 4 subject in Year 11.....	53
VCE General Subject Selection Advice and Requirements.....	53
VCE Subject Selection Template.....	54
Part Two: Vocational Education and Training (VET).....	55
What is Vocational Education and Training?.....	55
Who is VET for?	55
How does VET contribute to VCE?.....	56
VET Application and Enrolment Process.....	57
Part Three: Alternative Pathways	58
Who is the Victorian Pathways Certificate for?	58
What do students' study in the Victorian Pathways Certificate?	58
Key Contacts for Assistance	59
VCE terms glossary.....	60

Introduction to Pathways in the Ada Years

This handbook contains information about senior school pathway options for Ada Years students at Preston High School. It should be used by students to help plan their pathway through their senior schooling experience by selecting programs that align with their passions, interests, and aspirations for their post-school destination.

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the Victorian Certificate of Education (VCE). The information in this handbook is based on the VCE subject offerings at Preston High School.

Our Mission: Empowering tomorrow's leaders

We are future focussed. This means we keep our finger on the pulse of innovation and changes in the economy and society that will affect young people in their lives after school. We are committed to young people graduating with the skills, attributes and knowledge to position them to be powerful actors in determining their future. Our young people will graduate with a toolbox of skills, knowledge and dispositions to enable them to lead a meaningful and successful life.

Our Vision

We envision Preston High School as a highly regarded academic institution with broad discipline-based programs engendering confidence in learners as well as specialist programs which enable young people to flourish in areas of passion or talent. We empower young people to be the leaders of tomorrow.

Our Motto: Lead, Explore, Inspire

Lead: Leadership is something we all exhibit. We lead the way in crafting educational experiences that prepare young people for the future. Our community members lead engagement and action in support and promotion of the school. Our teachers lead colleagues in collectively enhancing professional practice. Our students undertake specific curriculum and community engagement activities to help them develop the suite of skills they require to be leaders in their community.

Explore: We embrace and promote curiosity about the unseen or uncertain and we promote learning the outcome of an exciting leap into the unknown. We provide opportunities for young people to pursue areas of passion, talent and interest within and beyond their curriculum. We explore the reaches of what is possible in teaching, learning, and engaging with our community.

Inspire: We do things every day that are remarkable. We seek out and celebrate what makes us unique and powerful. Our community informs our aspirations. Our teachers have a granular knowledge of their students learning and inspire them to strive into the next level of challenge. Our students represent themselves and our school in ways that inspire confidence from our community and from other students. We make a difference in the lives of other people. We do things that matter.

Our Values: Excellence, Inclusion, Community

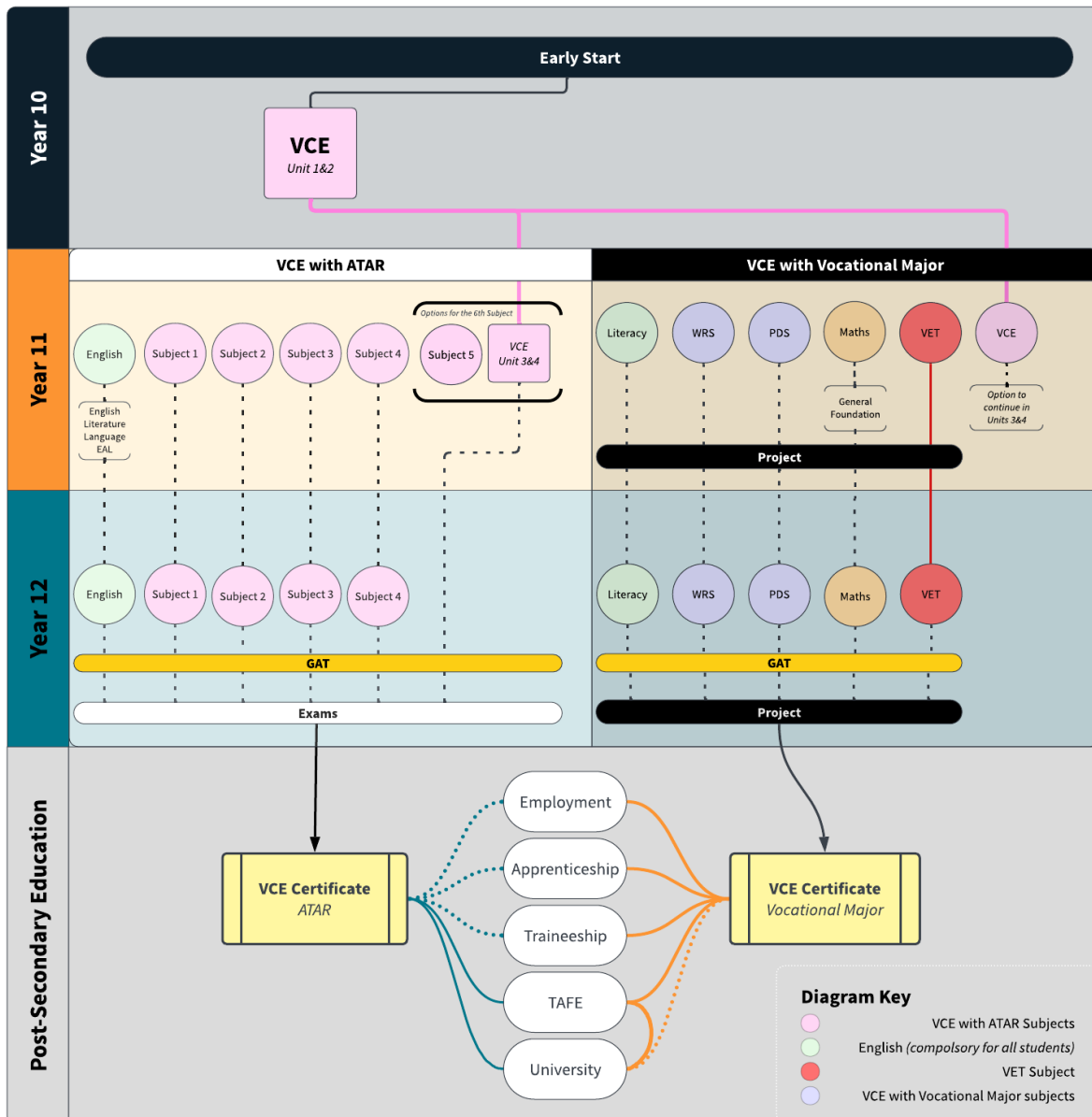
Our value of **excellence** means we are unashamedly aspirational for our school and our students. We have high expectations for academic growth and other pursuits that together equal being part of our community. We all strive toward excellence. Everything we do is done with passion, commitment and dedication.

Our value of **inclusion** means that we seek opportunities for every talent, passion and interest to be pursued and for all students to focus on their individual aspirations. We value students taking the lead.

Our value of **community** means we are outward facing. We seek to connect locally and globally in meaningful partnerships relevant to our work. We represent ourselves with dignity and pride in all our interactions. We care for others.

Explanation of Senior School Pathways

There are many pathway options for students in their senior secondary years. Below is an outline of the most common pathways that can be taken by students at Preston High School.



Victorian Certificate of Education (VCE) – Australian Tertiary Admissions Rank (ATAR) Pathway

VCE with Australian Tertiary Admissions Rank (ATAR) involves completing VCE Units 3 and 4 subject coursework, School Assessed Coursework or Tasks (SACs or SATs), and exams to receive an ATAR. An ATAR provides a straightforward pathway into a university course after finishing school. Many students will have a course in mind that they want to complete at university and will choose VCE subjects accordingly. However, there are many broad university courses such as Arts, Commerce or Science degrees that allow experiences in different university subjects for those who know they want to go to university and are unsure of what they want to do.

Victorian Certificate of Education with a Vocational Major (VCE VM)

The VCE Vocational Major is a two-year applied learning program designed for students aiming to pursue an apprenticeship, traineeship, further vocational training (e.g. TAFE), or entry into the workforce after school.

Students complete a combination of VCE VM Literacy, Numeracy (General or Foundation Maths), Work Related Skills, Personal Development Skills, and a VET (Vocational Education and Training) qualification. Students will also complete at least one additional VCE subject as part of their program. Assessment in the VCE VM is standards-based and focuses on the practical application of skills and knowledge. There are no final exams, and students do not receive an ATAR.

This program is ideal for students who thrive in hands-on, real-world learning environments. The program offers a more personalised and meaningful learning experience, tailored to students' individual goals and interests. While the VCE VM does not lead directly to university, students may pursue further study or even university in the future via alternative pathways.

Who is the VCE Vocational Major (VCE-VM) is designed for?

- Students in Years 11 and 12 who thrive in a hands-on, applied learning environment
- Those who benefit from flexibility and real-world learning opportunities, such as Structured Workplace Learning (SWL)
- Students who do not require an ATAR or direct university entry after Year 12, but may consider university down the track
- Students who are interested in starting a trade, apprenticeship, or further vocational education and training

What do students' study in the VCE VM?

VCE-VM students will complete between 16–20 units across their two years. Their program includes:

- Literacy
- Numeracy (Foundation or General Maths)
- Work Related Skills (WRS)
- Personal Development Skills (PDS)
- At least 180 nominal hours of VET at a Certificate II or III level
- At least one additional VCE subject studied alongside the VM program

The program offers a more personalised and meaningful learning experience, tailored to students' individual goals and interests.

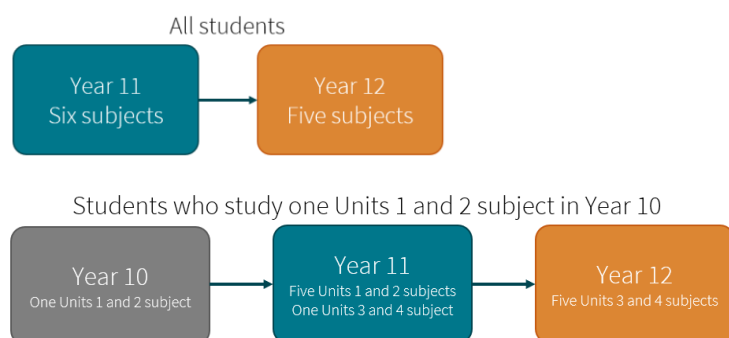
What is VCE?

The Victorian Certificate of Education (VCE) is the certificate that most students in Victoria receive upon satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

The VCE course is made up of studies and units, some of which must be studied as a sequence. A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.

For most students, VCE is completed over two years. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year. Unit 1 or Unit 2 of a subject can be studied as stand-alone

units. However, Units 3 and 4 must be studied as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated and contribute towards an ATAR.



At Preston High School, students will study a minimum of 23 units. This means six subjects in Year 11 and five subjects in Year 12 as well as VCE Unit 1 History completed in Year 10. Students who have commenced early entry VCE in Year 10 will study 25 or 26 units across their VCE. Early completion of Units 3 and 4 subjects in Year 11 does not waive the requirement to study five subjects in Year 12. Course load reductions will only be considered in exceptional circumstances.

Why study VCE?

The VCE opens pathways to tertiary education, advanced certificate courses and the workforce. The VCE is recognised all over the world. The VCE curriculum and VCE Vocational Education and Training (VET) programs offers a range of subjects. Many Victorian students choose to finish secondary school studying the VCE because of its range of subjects and pathways.

Satisfactory Completion of VCE

To achieve the VCE students must successfully complete 16 units including:

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

The remaining units, including the three sequences at Units 3 and 4 level, can be completed in any study that interests the student. This could even be an additional English group study on top of the units taken to meet the minimum English requirement.

Teachers determine whether students have satisfactorily completed a unit based on coursework completion and adherence to the VCAA and Preston High School VCE rules.

ATARs and Prerequisites

The Australian Tertiary Admission Rank (ATAR) is a ranking based on performance for students who have met the VCE eligibility requirements. The ATAR has been designed for use by tertiary institutions to select applicants for courses.

Most university courses specify a minimum ATAR for students as well as specific prerequisite Units 3 and 4 subjects. Most universities will also specify a minimum study score students must achieve to gain access to the course. The Victorian Tertiary Admissions Centre (VTAC) offer a [prerequisite and course](#)

[explorer](https://delta.vtac.edu.au) (<https://delta.vtac.edu.au>) for students to check that their VCE subject selection meets the prerequisites of the course they would like to apply for.

TAFE does not require an ATAR for entry, although some courses can be competitive so completing VET subjects that provide foundational training for a course can be beneficial.

To gain an ATAR, a student must complete scored assessments throughout the year (SACs and SATs) for each area of study in a Unit and an externally assessed exam at the end of Unit 4.

Study Scores, Scaling and ATAR calculation

A study score is a number between 0 and 50 that indicates a ranking in relation to all other students across the state doing that subject in that year. This score is statistically moderated. More information about statistical moderation can be found in the [statistical moderation brochure](#).

Students will receive a study score if they:

- obtain at least two graded assessments, and
- achieve an S for both Units 3 and 4 of the subjects, in the same year.

Study scores get sent to the VTAC, who then calculate an ATAR. Prior to calculation of the ATAR, VTAC will scale all study scores. Scaling adjusts for the fact that it is more difficult to obtain a high VCE study score in some studies than others. This is not because some studies are inherently harder or easier, it is because some studies attract different cohorts of students. To scale a study score, VTAC analyse the performance of a subject's cohort of students in all their other studies. If those students' average study score in all other studies is higher than the average VCE study score of 30, their score for that specific subject will be scaled up. Therefore, scaling of studies will change each year dependent on the performance of the cohort studying that subject.

Scaling ensures that students are neither advantaged nor disadvantaged based on the studies they choose. All VCE study scores are scaled by VTAC.

Important: It is not a good idea to choose subjects based on whether they often get scaled up or scaled down. This can work against students if they choose subjects in which they are not engaged or in which they cannot perform their best. Instead, a student should choose subjects that they are passionate about and that align with their post-school pathway.

Once VTAC have scaled study scores, they will calculate an aggregate. The aggregate is the sum of the primary four studies and a maximum of two available and permissible increments.

The types of subjects that can contribute to the aggregate are:

- VCE Units 3 and 4 sequences
- English must be counted in the first four studies
- Vocational Education and Training (VET) programs with Units 3 and 4 sequences
- Other approved VET studies (VE3), and
- One approved higher education study (HES)

Increments are usually provided as 10% of a fifth or sixth permissible scaled score. Increments from an approved higher education study are based on the average mark received for that study. For example, if a student achieved between 80% and 90% for a higher education study, they would receive a 4.0 increment. There is more information about increments on the VTAC [website](#).

Once VTAC has calculated an aggregate, they will place it on a percentile scale with intervals of 0.05, converting the aggregate to an ATAR. The students with the highest aggregates will receive the highest possible ATAR of 99.95.

The image below demonstrates how subject study scores lead to an ATAR.

Year	Study	Study Score	Scaled Score	2019 Aggregate Contribution
2019	English Language	35	37.73	37.73
2019	Visual Communication Design	48	47.68	47.68
2019	Further Mathematics	43	41.42	41.42
2019	Psychology	41	40.25	40.25
2018	Health and Human Development	40	37.08	3.70
2017	Dance	27	25.65	2.56
Aggregate				173.34
Aggregate converted to an ATAR of				95.75

VTAC Subject Restrictions

For student completing a scored VCE, there are some VTAC rules and restrictions on certain subject combinations. The VTAC website contains all [rules and restrictions](#). Some of the most common ones are outlined below.

One of English, English (EAL), Literature or English Language must be counted first in the primary four aggregate that makes up the ATAR.

At most, two results from the same study area grouping can be included in the calculation of a primary score. This means, for example, that if a student studies three Units 3 and 4 maths subjects, only two can be used in their top four.

At most, three results from the same study area can be included in the calculation of an aggregate. This means that if a student studied four history subjects, two could be included in their primary four, one could be included as an increment, and one would not be counted at all.

VTAC Study Groupings

There are restrictions on how many studies from the same study area grouping can contribute to the calculation of an ATAR. Each grouping may include VCE, VCE VET and higher education studies. For each study group, only a maximum of two may be counted in the primary four.

Below is a list of the VTAC study groupings available at Preston High School. For the full range of study area groupings offered at other locations, please refer to the VTAC website [study area groupings](#).

English studies

- English
- English (EAL)
- Literature

Language studies

- Chinese Language, Culture and Society
- French.

- English Language

Mathematics studies

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Music studies

- Music Style and Composition
- Music Performance
- Music Investigation
- any Music Higher Education study

History studies

- Ancient History
- Revolutions
- any History Higher Education study

Alternative Pathways to University

There are some universities and courses that offer alternative ways to access entry to university courses for students that do not have an ATAR at the end of VCE. La Trobe University offers [Prepare for La Trobe](#) to students in Year 11 and 12 completing unscored VCE whilst Swinburne University offers the [Early Entry Program](#). Course offerings for students that enter through these programs are more limited than for those that apply to these universities with an ATAR. Students should also note that entrance is often based on written recommendation from the school. There are also some university courses where entry is based on folios, auditions and/or selection tasks in addition to or as a replacement to ATAR entry.

VCE with ATAR and VCE VM Course Selection

Below are details for each of the subjects that will be available to enter as preferences at Preston High School. Choosing VCE subjects requires careful thought and planning. Students need to choose subjects that they are passionate about, that reflect their interests and goals and meet the prerequisites for any university courses they are interested in.

Students can get advice on initial subject preferences during their pathways conference. During this time, they should seek the advice of subject teachers, Ada program leaders and adults at home. Students should take advice from others but not feel pressured to do a subject that they are not interested in or does not align with their career pathway choices.

Subject selection is a preferential system. This means that VCE subjects listed in this handbook will only run based on factors such as availability of resources like teachers, specialist equipment and rooms and sufficient student demand. Subject selection is never a guarantee, but rather a preference list.

Deadlines for inputting subjects have been set so that school organisation, such as the hiring of staff and timetabling, can be made for the following school year. It is imperative that students are decisive about their course selection and meet all deadlines for subject selection input.

There may be instances where a student's course selection, including back-up preferences is unable to be accommodated. In these instances, these students will be contacted individually for further course counselling. A student will not be contacted for further course counselling if they receive a back-up preference, rather than a subject in their top six preferences.

A full list of the studies offered at VCE, can be found on the [VCAA study design website](#). There is also more information about single subject enrolment at Virtual School Victoria [here](#).

VCE Subjects

Subjects are ordered in their VCAA study grouping. Studies where it is a requirement at Preston High School to have studied Units 1 and 2 to enrol in Units 3 and 4 are marked in the third column. This will need to be taken into consideration when selecting Units 1 and 2 subjects.

Study Group	Subject	1 - 4 sequence required?	Units offered in 2027	Early entry for Year 10 students?
English	English/EAL	Yes	1/2/3/4	
	English Language	Yes	1/2/3/4	
	Literature	Yes	1/2/3/4	
Performing Arts	Drama		1/2/3/4	Yes
	Music	Yes	1/2/3/4	Yes
Visual Arts	Media		1/2/3/4	
	Art Creative Practice		1/2/3/4	
	Visual Communication Design		1/2/3/4	
Mathematics	Foundation Mathematics		1/2/3/4	
	General Mathematics		1/2/3/4	
	Mathematical Methods	Yes	1/2/3/4	
	Specialist Mathematics	Yes	1/2/3/4	
Humanities	Business Management		1/2/3/4	Yes
	Economics		1/2/3/4	Yes
	Geography		1/2	Yes
	History: Modern (only offered in Year 10)		1/2	Yes
	History: Revolutions		3/4	
	History: Ancient		1/2/3/4	Yes
	Legal Studies		1/2/3/4	Yes
	Philosophy		1/2	Yes
	Politics		1/2/3/4	Yes
Sciences	Biology		1/2/3/4	Yes
	Chemistry	Yes	1/2/3/4	
	Physics		1/2/3/4	Yes
	Psychology		1/2/3/4	Yes
Health and Physical Education	Health and Human Development		1/2/3/4	Yes
	Physical Education		1/2/3/4	Yes
Languages	Chinese Language, Culture and Society	Yes	1/2/3/4	
	French	Yes	1/2/3/4	
Design and Technologies	Food Studies		1/2	
	Systems Engineering		1/2/3/4	
Vocational Major	Work-related Skills	Yes	1/2/3/4	
	Personal Development Skills	Yes	1/2/3/4	
	Literacy	Yes	1/2/3/4	

Subject Outlines

English

VCE English/EAL Units 1 - 4

Study Scope: VCE English and English as an Additional Language (EAL) focuses on how the English language is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 1: In AOS1, students study a text focusing on personal connections with the story. They consider the ideas and values presented by authors. They consider the way a text's vocabulary, structure, and language features can create meaning. In AOS2, students study mentor texts that model effective writing and craft their own texts with consideration of purpose, audience and context.

Unit 2: In AOS1, students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. In AOS2, students consider the way arguments are developed and delivered in the media. Students explore texts that attempt to position an intended audience. They analyse the structure, contention, sequencing, evidence, language, and visuals employed by the author and analyse the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Unit 3: In AOS1, students critically engage with a text, considering its complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning. They explore the historical, social, and cultural values of a text. In AOS2, students engage critically with mentor texts and use them to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They reflect on the deliberate choices they have made through their writing processes in reflective commentaries.

Unit 4: In AOS1, students sharpen their skills of analysing texts. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. In AOS2, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. They create a point of view text for oral presentation.

Assessment: essays, texts created for specific audiences, purposes and context, a reflective commentary on writing, an argument analysis, and an oral presentation. In Units 3 and 4, an externally assessed exam contributes 50% to the overall result for the unit.

VCE English Language Units 1 – 4

Study Scope: VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

Unit 1: In AOS1, students explore the nature of language and the various functions language performs in a range of contexts. In AOS2, students focus on the developmental stages of child language acquisition. Students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.

Unit 2: In AOS1, students examine the changes that have occurred in English over time. They investigate the factors that bring about language change, including those from within the language itself, from social transformation, and from contact with other languages. In AOS2, students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact.

Unit 3: In AOS1, students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit a particular social purpose. In AOS2, students examine the features and functions of formal language, particularly in literature and the public domain. Students investigate the range of ways formal language can be used to perform various social purposes.

Unit 4: In AOS1, students examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. In AOS2, students focus on the role of language in reflecting and constructing individual and group identities. They examine how language users are able to play different roles within speech communities and to construct their identities through subconscious and conscious language variation, according to age, gender, occupation, interests, aspiration and education.

Assessment: essays, structured responses, analytical commentaries, investigative responses, folios. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

VCE Literature Units 1 - 4

Study Scope: 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. Students develop their ability to offer an interpretation of a whole text (or a collection of texts), closely analyse passages from texts, explore multiple text interpretations and respond creatively to a text. Students 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 contexts within which both readers and texts are situated.

Unit 1: In AOS1, students consider the use of language, structure and stylistic choices in literary forms and types of text. They explore textual details, including language and features, to develop a close analysis response to a text. In AOS2, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include modernism, tragedy, magic realism and crime.

Unit 2: In AOS1, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors. Students acknowledge and reflect on a range of Australian views and values (including their own) through texts. In AOS2, students focus on the historical, social and cultural context of a text. They reflect on representations of a specific time period and/or culture within a text, analysing language closely for its historical and cultural import.

Unit 3: In AOS1, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They explore an adaptation considering how creators may emphasise or minimise viewpoints, assumptions and ideas present in the original text. In AOS2, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text through supplementary readings of the text.

Unit 4: In AOS1, students focus on the imaginative techniques for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. In AOS2, students scrutinise the language, style, concerns and construction of texts. Students attend closely to textual details to examine how text passages contribute to their overall understanding of the whole text.

Assessment: close passage analysis, comparative or analytical essays, debates, creative responses, reviews. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for this study.

Performing Arts

VCE Drama Units 1 - 4

Study Scope: VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Unit 1: In AOS1, students use play-making techniques to devise and develop solo performances and/or ensemble performances based on a range of stimulus material. In AOS2, students present to an audience devised solo and/or ensemble drama works based on a range of stimulus material. In AOS3, students focus on observation, documentation and analysis of their own performance work completed in AOS 1 and 2. In AOS4, students observe, explain, analyse and evaluate a performance by professional drama practitioners/performers.

Unit 2: In AOS1, students explore stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In AOS2, students present their performance to an audience. In AOS3, students reflect on, describe, analyse and evaluate the development of a performance to an audience of their devised work.. In AOS4, students observe and analyse a performance by professional drama performers.

Unit 3: In AOS1, students develop and present a devised ensemble performance that goes beyond a representation of real life as it is lived. In AOS2, students describe, analyse and evaluate the use of processes, play-making techniques and skills to create, develop, and present a devised ensemble performance. In AOS3, students analyse and evaluate a professional drama performance from the prescribed VCE Drama Playlist.

Unit 4: In AOS1, students explore and develop skills in play-making techniques to develop a short demonstration of a solo performance that includes application of symbol and transformation of character, time and place. In AOS2, students create, develop and perform a solo performance in response to a prescribed structure. In AOS3, students apply relevant drama terminology to analyse and evaluate the creative processes used in the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Assessment: journal, performance, oral presentation, structured questions, analysis. In Units 3 and 4, an externally assessed performance exam contributes 35% to the overall score for the study. An externally assessed written exam contributes 25% to the overall score for the study.

VCE Music Units 1 – 2

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

Unit 1: In AOS1, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works. In AOS2, students create a folio of brief creative responses. In AOS3, students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation.

Unit 2: In AOS1, students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation. In AOS2, students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music. In AOS3, students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect.

Assessment: aural, written and practical tasks including structured questions, folios and performances.

VCE Music Inquiry Units 3 – 4

Study Scope: This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others. Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics.

Unit 3: In AOS1, students focus on performing, and composing/arranging music connected with a selected music style and/or creator. In AOS2, students focus on music works from different times and/or locations, investigating how the creator's treatment of music elements, concepts and compositional devices in one work may influence another work. In AOS3, students respond to short music excerpts, examining how music creators treat music elements, concepts and compositional devices across different times, styles and genres.

Unit 4: In AOS1, students focus on performing and composing/arranging music connected with an area of investigation. In AOS2, students choose their own area of investigation. This may be: a style, a performer, a creator or a musical genre. In AOS3, students focus on continuing to develop listening skills to identify commonalities and differences between musical approaches.

Assessment: folio, written responses to music, structured questions, an investigation proposal, a composition and performance or recording. An externally assessed task will contribute 50% to the overall score for the study and an externally assessed examination will contribute 15% to the overall score for this study.

Visual Arts

VCE Art Creative Practice Units 1 - 4

Study Scope: In VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes. Through the study of art students look at how art contributes to a progressive and positive society. Students will explore how art has been used as a tool for communication throughout history. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

Unit 1: In AOS1, students are introduced to the structural and the personal lenses by researching and analysing three artists, their practices and their artworks. In AOS2, students respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses. In AOS3, students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks. They provide annotated documentation of their experiences in making and responding in a form appropriate to their art practice.

Unit 2: In AOS1, students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. Students may focus their research on one or more selected themes to compare artists, their practices and their artworks. In AOS2, students explore ideas of personal interest related to culture. They continue to experiment with visual language to communicate their ideas using the creative practice, resolving at least one finished artwork. In AOS3, students develop and evaluate their use of visual language. Students explore and reflect upon the relationship between the artist, artwork and viewer or audience by researching the practices of artists and the context and presentation of artworks.

Unit 3: In AOS1, students use project-based learning as they begin to develop a body of work. Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. In AOS2, students continue to develop a body of work through inquiry learning. They use the creative practice to develop their own visual responses inspired by ideas and experiences.

Unit 4: In AOS1, students continue to use the creative practice to develop, refine and resolve the ideas they developed in Unit 3. After beginning Unit 4 students present a critique to evaluate and reflect upon their use of the creative practice. They evaluate how they have responded to inspiration and influences throughout their body of work, and how they have explored and experimented with materials, techniques and processes in at least one selected art form to establish their visual language in personal visual responses. In AOS2, students continue to use inquiry and project-based learning as the basis for their use of the creative practice. They further develop and refine the body of work commenced in Unit 3, and continue their ongoing exploration and experimentation of personal responses.

Assessment: written reports, experimental artworks, documentation through a visual art journal, presentation of artworks, research of artists, development and resolution of a body of work, group critique. In Units 3 and 4, an externally assessed exam contributes 30% to the overall score for this study.

VCE Media Units 1 - 4

Study Scope: In this study, students investigate how the media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products. They consider the transformation of media as a result of developing technologies.

Unit 1: In AOS1, students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves. In AOS2, students work in two or more media forms to design and create media exercises or productions. In AOS3, students study a range of Australian narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences.

Unit 2: In AOS1, students explore and examine how narratives construct realities and meaning for audiences. In AOS2, students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in AOS1. In AOS3, students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

Unit 3: In AOS1, students examine fictional and/or non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products. In AOS2, students investigate and research a selected media form to inform the development of their proposed production. In AOS3, students use industry specific design and planning, both in written and visual documentation, to complete a media production design.

Unit 4: In AOS1, students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design. In AOS2 students investigate issues of agency and control in the relationship between the media and its audience.

Assessment: audiovisual or video sequences, radio or audio sequences, photographs, print layouts, sequences or presentations using digital technologies, posters, written responses, oral reports. In Units 3 and 4, a school-assessed task contributes 40% to the overall score for the study. An externally assessed exam contributes 40% to the overall score for the study.

VCE Visual Communication and Design Units 1 – 4

Study Scope: The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Unit 1: In AOS1, students use human-centred research methods to reframe a design problem and identify a communication need. In AOS2, students focus on design elements and design principles. Students use manual and digital drawing and methods such as photography, digital photography, printmaking, and collage. In AOS3, learn about factors that impact design decisions, as well as the impact of design on people and our planet. .

Unit 2: In AOS1, students present an environmental design solution that draws inspiration from its context and a chosen design style. In AOS2, apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography. In AOS3, students apply the VCD design process to design an interface for a digital product, environment or service.

Unit 3: In AOS1, students investigate how and where designers work, identifying the role of visual communication in professional design practice. In AOS2, students learn how visual language is used to effectively communicate ideas and information to audiences or users. In AOS3, students explore the Discover, Define and Develop phases of the VCD design process, and apply understandings of good design when addressing a selected design problem

Unit 4: In AOS1, students evaluate, select and evolve design ideas into concepts for further refinement and testing. In AOS2, students present design solutions for each of the communication needs addressed in Area of Study 1. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4.

Assessment: short and extended responses, structured questions, annotated visual report, briefs and presentations, folio of drawings. In Units 3 and 4, a School-Assessed Task (SAT) will contribute 50% to the overall score for the study. An externally assessed exam will contribute 30% to the overall score for the study.

Mathematics

VCE Foundation Mathematics Units 1 – 4

Study Scope: Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Unit 1: In AOS1, students cover estimation, and the use and application of different forms of number and related calculations in everyday contexts. In AOS2, students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts. In AOS3, students use and interpret different forms of numbers and calculations in relation to the understanding and management of personal, local and national financial matters. In AOS4, students cover time, and the use and application of the metric system and related measurements in a variety of contexts.

Unit 2: In AOS1, students use and apply generalisations and patterns in number, including formulas and other symbolic expressions, in everyday contexts. In AOS2, students analyse data from community, work, recreation and media contexts. In AOS3, students use and interpret different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters. In AOS4, students cover shape and location concepts, and their use and application in various contexts.

Unit 3: In AOS1, students apply different forms of numbers and calculations, algorithmic and computational thinking to solve practical problems in various contexts. In AOS2, students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

Unit 4: In AOS3, students apply different forms of number to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters. In AOS4, students use and apply the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts.

Assessment: portfolio, modelling tasks, tests, assignments, mathematical investigation. In Units 3 and 4, an externally assessed exam contributes 40% to the overall score for this study.

VCE General Mathematics Units 1 - 4

Study Scope: General Mathematics Units 1 and 2 cater for a range of student interests. The areas of study for General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 1: In AOS1, 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. In AOS2, students cover 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.

Unit 2: In AOS3, students cover linear functions and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications. In AOS4, students cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

Unit 3: In AOS1, students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction. In AOS2, students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations.

Unit 4: In Unit 4, students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Assessment: modelling tasks, problem-solving tasks, mathematical investigation, structured questions, assignments. In Units 3 and 4, two externally assessed exams contribute 60% to the overall score for this study.

VCE Mathematical Methods Units 1 - 4

Study Scope: Mathematical Methods provides a study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of contexts. In Units 3 and 4, students extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Unit 1: In AOS1, 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. In AOS2, students focus on the algebra of polynomial functions of low degree and transformations of the plane. In AOS3, students cover constant and average rates of change and an introduction to the instantaneous rate of change of a function in familiar contexts. In AOS4, 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.

Unit 2: In AOS1, students cover graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions. In AOS2, students focus on the algebra of some simple transcendental functions and transformations of the plane. In AOS3, students cover differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs. In AOS4, students cover the use of lists, tables and diagrams to calculate probabilities.

Unit 3: In AOS1, students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs. In AOS2, students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations.

Unit 4: In AOS3, students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. In AOS4, students 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.

Assessment: assignments, tests, problem-solving tasks, summary notes. In Units 3 and 4, two externally assessed exams contribute 60% to the overall score for this study.

VCE Specialist Maths Units 1 - 4

Study Scope: Specialist Mathematics provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Unit 1: In AOS1, 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. In AOS2, students 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: In AOS1, 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. In AOS2, students 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. In AOS3, students cover algebra, number and structure. In AOS4, students investigate functions, relations and graphs.

Unit 3: In AOS1, students cover the development of mathematical argument and proof. In AOS2, students 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.

Unit 4: In AOS3, students 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. In AOS4, students 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 AOS5, students cover space and measurement. In AOS6, students cover the study of linear combinations of random variables and introductory statistical inference.

Assessment: assignments, tests, application tasks. In Units 3 and 4, two externally assessed exams contribute 60% to the overall score for this study.

Humanities

VCE Politics Units 1 - 4

Study Scope: VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability.

Unit 1: In AOS1, students are introduced to the central concepts of power and legitimacy. In AOS2, students focus on the political actors who can move beyond and across national and regional boundaries to pursue their interests globally

Unit 2: In AOS1, students analyse the operation of Australian democracy, democratic institutions and processes, and assess the political significance of challenges to democratic principles. In AOS2, students analyse global challenges to the principles of democracy and assess threats to their effectiveness, legitimacy, spread and impact.

Unit 3: In AOS1, students examine the causes, consequences and significance of a global issue that by its very nature transcends national and regional boundaries. In AOS2, students examine a contemporary humanitarian crisis from the area of human rights, armed conflict or the mass movement of people.

Unit 4: In AOS1, analyse the various sources and forms of power used by a state in the Indo-Pacific region and evaluate the extent to which it is able to achieve its national interests. In AOS2, students assess the impact of Australia's policies, actions and inactions in the region of the Indo-Pacific.

Assessment: a social media campaign, a PowerPoint or interactive presentation, a research report, a case study, an essay, short-answer questions, extended-response questions, an oral presentation such as a podcast or video. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

VCE Geography Units 1 - 4

Study Scope: The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena. Students explore these questions through fieldwork and investigation of a range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Unit 1: In AOS1, students examine hazards and hazardous events before engaging in a study of at least two specific hazards at a range of scales. They study hazard types such as coastal hazards and an alien animal invasion, or floods and oil spills. In AOS2, students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning.

Unit 2: In AOS1, students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. In AOS2, students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques.

Unit 3: In AOS1, students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. In AOS2, students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change.

Unit 4: In AOS1, students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. In AOS2, students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

Assessment: structured questions, fieldwork report, data analysis, case study, folio of exercises. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for this study.

VCE History: Ancient History Units 1 - 4

Study Scope: History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia.

Unit 1: In this unit, students investigate the emergence of early societies in Ancient Mesopotamia. In AOS1, students focus on how the invention of agriculture and the subsequent emergence of the first cities in Mesopotamia came into existence around 3500 BCE. In AOS2, students focus on the First Babylonian Dynasty, the Assyrian Empire and the fall of Nineveh at the end of Neo-Assyrian Period (612 BCE).

Unit 2: In this unit, students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. In AOS1, students focus on kingship in Old Kingdom Egypt from the Early Dynastic Period (2920 BCE) concluding at the end of the First Intermediate Period (2040 BCE). In AOS2, students focus on the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period (2040 to 1550 BCE).

Unit 3: In AOS1, students focus on the historical significance of the social, political and economic features of the selected ancient society. They explore the social, political and economic features of the chosen ancient society and how the society developed and changed. Students consider the causes and consequences of these changes both from within the society and from external catalysts such as trade, warfare and the exchange of ideas.

Unit 4: In AOS2, students focus on crisis in ancient Egypt, Greece or Rome with particular reference to four significant individuals and their role in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. Students analyse the causes and consequences of these crises. They explore how key individuals influenced events and made decisions that shaped their societies.

Assessment: a historical inquiry, an essay, evaluation of historical sources, short-answer questions, extended responses, a multimedia presentation. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for this study.

VCE History: Modern History Units 1 - 2

Study Scope: 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. Students explore the nature of social, political, economic and cultural change in the latter part of the 19th century and the first half of the 20th century. 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 20th century and the first decade of the 21st century.

Unit 1: In AOS1, students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. In AOS2, students focus on the social life and cultural expression in the late 19th century and the first half of the 20th century, and their relation to the technological, political and economic changes of the period.

Unit 2: In AOS1, students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. In AOS2, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the 20th century and first decade of the 21st century.

Assessment: a historical inquiry, an essay, evaluation of historical sources, short-answer questions, extended responses, a multimedia presentation.

VCE History: Revolutions Units 3 - 4

Study Scope: Students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Unit 3 explores the Russian Revolution (1896-1927). Unit 4 focuses on the Chinese Revolution (1912-1976).

Unit 3: In AOS1, students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

Unit 4: In AOS2, students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Assessment: historical inquiry, evaluation of sources, essay, extended response. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

VCE Philosophy Units 1 - 4

Study Scope: VCE Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (study of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates how we should live by examining what a good life is for the individual and the community, and what it means to believe well.

Unit 1: In AOS1, students are introduced to, and practise, a variety of techniques used by philosophers to construct, analyse and evaluate arguments. In AOS2, students are introduced to metaphysical problems through a study of questions associated with selected themes. In AOS3, students explore basic epistemological problems. Students also consider philosophical problems in contemporary debates, including the implications of accepting particular views about knowledge

Unit 2: In AOS1, students analyse problems in ethics and moral philosophy and related contemporary debates. In AOS2, students are introduced to questions about social, political, and aesthetic values and the ways in which philosophers have addressed them. Students explore how philosophical methods can be brought to bear on a range of questions regarding value. In AOS3, students critically reflect on their experience of doing philosophy and develop perspectives on philosophy.

Unit 3: In AOS1 students discuss philosophical questions related to the good life and the individual. In AOS2, students broaden the scope of their examination of the good life from the individual to the individual's relationship with others, including the wider community.

Unit 4: In AOS1, students explore philosophical questions relating belief, belief formation and justification and discuss the relationship between believing well and living well. In AOS2, students discuss case studies in light of epistemological issues associated with belief, belief formation and justification

Assessment: an essay, a written analysis, short-answer responses, a written reflection, presentations (oral, multimedia), a dialogue (oral, written). In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

Sciences

VCE Biology Units 1 - 4

Study Scope: 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.

Unit 1: In AOS1, students examine the structure and functioning of prokaryotic and eukaryotic cells, and the contribution of the plasma membrane to survival. In AOS2, students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. In AOS3, students design and conduct a scientific investigation to generate and interpret data.

Unit 2: In AOS1, students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. In AOS2, students analyse asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. In AOS3, students explore a contemporary bioethical issue.

Unit 3: In AOS1, students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. In AOS2, students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes.

Unit 4: In AOS1, students focus on the immune response of organisms to specific pathogens. In AOS2, students focus on changes to genetic material over time and the evidence for biological evolution. In AOS3, Students undertake a student-designed scientific investigation. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges.

Assessment: practical investigation, case study analysis, data analysis, research analysis, scientific poster. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the subject.

VCE Chemistry Units 1 – 4

Study Scope: 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: In AOS1, students focus on elements as the building blocks of useful materials. In AOS2, students explore the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. In AOS3, students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge

Unit 2: In AOS1, students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. In AOS2, students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. In AOS3, students adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data.

Unit 3: In AOS1, students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. In AOS2, students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society

Unit 4: In AOS1, students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society. In AOS2, students explore laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. In AOS3, students design or adapt and carry out a practical investigation related to energy and/or food.

Assessment: report of practical investigation, data analysis, short answer questions, and research evaluations. structured scientific poster. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

VCE Physics Units 1 – 4

Study Scope: 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.

Unit 1: In AOS1, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction, and dispersion. In AOS2, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. In AOS3, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

Unit 2: In AOS1, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. In AOS2, students develop a deeper understanding of an area of interest within diverse areas of physics. In AOS3, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

Unit 3: In AOS1, students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. In AOS2, students examine the similarities and differences between three fields: gravitational, electric and magnetic. In AOS3, students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Unit 4: In AOS1, students learn how understanding of light, matter and motion have changed over time. In AOS2, students conduct an investigation into fields, motion or light. The investigation involves the generation of primary data relating to fields, motion, or light. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment: structured scientific poster, data analysis, modelling activities, experimental design critique, report. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

VCE Psychology Units 1 – 4

Study Scope: VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. This approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Unit 1: In AOS1, students examine the complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development. In AOS2, students explore the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning. In AOS3, students apply and extend their knowledge and skills developed in AOS1 and/or 2 to investigate a question related to brain function and/or psychological development.

Unit 2: In AOS1, students explore how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour. In AOS2, students explore the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions. In AOS3, students design and conduct a practical investigation related to external influences on behaviour.

Unit 3: In AOS1, students analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning. In AOS2, students study different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4: In AOS1, students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. In AOS2, students examine what it means to be mentally healthy. In AOS3, students complete a practical investigation which requires them to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines.

Assessment: case study and experiment analyses, analysis and evaluation of data, practical activities and media analysis. In Units 3 and 4, an externally assessed exam contributes 50% to the overall study score for the subject.

Business and Economics

VCE Business Management Units 1 - 4

Study Scope: VCE Business Management examines the ways businesses manage resources to achieve objectives. Students follow the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. They also consider changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Unit 1: In AOS1, students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. In AOS2, students consider the internal business environment and analyse how factors from within it may affect business planning. In AOS3, students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Unit 2: In AOS1, students are introduced to the legal requirements and financial considerations that are vital to establishing a business. In AOS2, students develop their understanding that marketing encompasses a wide range of management practices. In AOS3, students examine staffing requirements that meet the needs of a business and contribute to productivity and effectiveness.

Unit 3: In AOS1, students are introduced to the key characteristics of businesses and their stakeholders. In AOS2, students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. In AOS3, students examine operations management and consider the best and most responsible use of available resources for the production of goods or services.

Unit 4: In AOS1, students investigate the need for change and the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. In AOS2, students explore how businesses respond to evaluation data. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business.

Assessment: case study analysis, research report, development of business plan, a short-term business activity, business simulation exercises. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

VCE Economics Units 1 - 4

Study Scope: Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to meet the needs and wants of citizens, the study of economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

Unit 1: In AOS1, students describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making. In AOS2, students develop skills in making predictions about the possible consequences of changes in markets. In AOS3, students study behavioural economics to gain an insight into the ideas and experiments of behavioural economists.

Unit 2: In AOS1, students consider economic activity and the factors that affect it. They investigate how economic growth is the outcome of economic activity and how economic growth is measured. They evaluate the effects of changes in the levels of economic activity on both material and non-material living standards. In AOS2, students undertake an applied economic analysis by investigating two contemporary economic issues from a local, national and international perspective through an economic lens.

Unit 3: In AOS1, students investigate the role of the market in addressing the key economic questions of what and how much to produce, how to produce and for whom to produce. In AOS2, students investigate Australia's domestic macroeconomic goals supporting living standards, including strong and sustainable economic growth, full employment and low and stable inflation (price stability). In AOS3, students examine international trade, such as the exchange of goods and services and the movement of savings and investment capital.

Unit 4: In AOS1, students examine how the RBA and the Australian Government can utilise monetary and budgetary policy respectively to affect the level of aggregate demand in the economy. In AOS2, students examine the role of aggregate supply policies in creating a stronger macroeconomic environment so that the domestic macroeconomic goals can be more easily achieved.

Assessment: essay, report, data analysis, media analysis, case study, structured questions, applied economics exercises. In Units 3 and 4, an externally assessed exam contributes 50% to the score for this study.

VCE Legal Studies Units 1 - 4

Study Scope: VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law and the justice system. Through applying knowledge of legal concepts and principles to a range of scenarios, students develop their ability to use legal reasoning to argue a case in a civil or criminal matter. They consider and evaluate reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

Unit 1: In AOS1, students develop foundational knowledge of laws and the Australian legal system. Students consider the characteristics of an effective law, and sources and types of law. In AOS2, students develop an understanding of key concepts in criminal law and types of crime. In AOS3, students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

Unit 2: In AOS1, students investigate concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes, sanctions and approaches to sentencing. In AOS2, students develop an appreciation of key concepts in the resolution of a civil case, including the methods and institutions and remedies for dispute resolution. In AOS3, students examine the ways in which rights are protected in Australia and compare this with other countries.

Unit 3: In AOS1, students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. In AOS2, students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies.

Unit 4: In AOS1, students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. In AOS2, students investigate factors that affect the ability of parliament and courts to make law.

Assessment: case studies, structured questions, essays, report, folio of exercises. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

Health and Physical Education

VCE Health and Human Development Units 1 – 4

Study Scope: VCE Health and Human Development examines health (including the concepts of health and wellbeing, and health status), and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors. Students consider Australian and global contexts as they investigate variations in health status. They look at the Australian healthcare system and the Australian Government's overseas aid program.

Unit 1: In AOS1, students take a broad, multidimensional approach to health and wellbeing and explain indicators used to measure health status. Such an approach acknowledges that defining and measuring concepts of health are complicated by a diversity of social and cultural contexts. In AOS2, students analyse one youth health action area in detail. In AOS3, students explore food and nutrition as foundations for good health. They investigate the roles and sources of major nutrients and the use of food selection models and other initiatives to promote healthy eating.

Unit 2: In AOS1, students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. In AOS2, students investigate the health system in Australia and explain the promotion of health and wellbeing of youth.

Unit 3: In AOS1, students explore the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data, and analyse variations in health status. In AOS2, students analyse improvements in population health overtime and evaluate health promotion strategies and initiatives.

Unit 4: In AOS1, students explore similarities and differences in health status and human development in low-, middle- and high-income countries, including Australia. In AOS2, students look at action for promoting health globally. They consider the key features of the UN's Sustainable Development Goals, focusing on their promotion of health, wellbeing and human development.

Assessment: short written reports, oral presentations, visual presentations, structured questions, data analysis, extended response question. In Units 3 and 4, an externally assessed exam contributes 50% to the overall study score for this subject.

VCE Physical Education Units 1 - 4

Study Scope: VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding.

Unit 1: In AOS1, students analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and produce movement. In AOS2, students examine the cardiovascular and respiratory systems function and interact and evaluate the use of performance enhancement substances and methods.

Unit 2: In AOS1, students collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour. In AOS2, explain a range of intrapersonal and interpersonal contemporary issues that influence access to physical activity and sport at the local, national and global levels.

Unit 3: In AOS1, students analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills through biomechanical and skill-acquisition principles. In AOS2, students use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur and explain the factors of fatigue.

Unit 4: In AOS1, students undertake an activity analysis to justify the physiological requirements of an activity that informs assessment of fitness. In AOS2, students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. In AOS3, students reflect on their participation in a practical activity and use primary data collected to demonstrate their integration of theory and practice across Units 3 and 4.,

Assessment: visual presentation, written report, case study analysis, data analysis, practical laboratory report, structured questions, extended-response question. In Units 3 and 4, an externally assessed exam contributes 50% to the overall score for the study.

Languages

VCE Chinese Language, Culture and Society Units 1 - 4

Study Scope: Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies. The language to be studied is Modern Standard Chinese.

Unit 1: In AOS1, students focus on the significance and impact of Confucianism. Students are introduced to the core principles of Confucianism, the origin of Confucianism and its contribution to Chinese social harmony through its thousand-year history. In AOS2, students develop their capacity to interact in Chinese in social settings and share personal information and experiences with others. In AOS3, students focus on developing their ability to read short texts on aspects of the family in Chinese-speaking communities and the education system in China.

Unit 2: In AOS1, students focus on two facets of Chinese culture: Chinese mythology and legends, and Chinese art. In AOS2, students develop the capacity to interact in Chinese in order to make arrangements and collaborate with others. In AOS3, students focus on developing their ability to read short texts on features of Chinese geography and regional differences in China.

Unit 3: In AOS1, students are introduced to two of the following three Chinese philosophies: Confucianism, Daoism and Buddhism. In AOS2, students interact in spoken Chinese and present and comment on factual information. In AOS3, students develop their ability to read short texts on features of contemporary Chinese lifestyle and cultural characteristics.

Unit 4: In AOS1, students explore contemporary Chinese social values and consider one of the following aspects of life in China: technological change, social and political change and the role of China in the global economy. In AOS2, students develop their capacity to interact in spoken Chinese and present and comment on factual information by exploring the world of work for young people in China. In AOS3, students develop their ability to read short texts in Chinese on balancing study, leisure and work, gaining employment and occupations of the future.

Assessment: written reports, role-plays, listening tasks, short answer questions. In Units 3 and 4, an externally-assessed oral exam contributes 15% to the overall score for the study and an externally-assessed written exam contributes 35% to the overall score for the study.

VCE French Units 1 - 4

Study Scope: VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing, and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities.

Unit 1: In AOS1, students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in French on a selected subtopic. In AOS2, students locate and use information from two texts in French. They develop skills and knowledge to read, listen to or view texts in French effectively, to summarise content and to combine information from the texts in written responses in French and English. In AOS3, Students present content related to the selected subtopic in French in written form.

Unit 2: In AOS1, students participate in a written exchange in French. They develop skills and knowledge that enable them to read, listen to and view texts in French and develop suitable responses in French. In AOS2, students extract information from texts provided in French and respond to the texts in writing. In AOS3, students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in French on an aspect of the selected subtopic of interest to them.

Unit 3: In AOS1, students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in French on a selected subtopic. In AOS2, students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in French. In AOS3, students create an original extended piece of personal, informative or imaginative writing in French to express ideas, thoughts or responses on an aspect of the selected subtopic.

Unit 4: In AOS1, students research and present information on a cultural product or practice from a French speaking community. In AOS2, students analyse and present in writing information extracted from written, spoken and viewed texts in French on a selected subtopic. In AOS3, students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic.

Assessment: writing tasks, oral presentation, role-plays, structured questions, interviews, persuasive writing, evaluative writing. In Units 3 and 4, an externally assessed oral exam contributes 15% to the overall score for the study and an externally assessed written exam contributes 35% to the overall score for the study.

Design and Technologies

Food Studies Units 1-2

Study Scope: In this study, there is 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. Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.

Unit 1: In AOS1, students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Students analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes. In AOS2, students will describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2: In AOS1, students analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles. In AOS2, students use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Assessment: design and produce a practical solution in response to an opportunity or a need in the food industry or school community and design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

Systems Engineering Units 1-2

Study Scope: VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems. Students will identify and quantify system goals, generate designs, test their designs through trial and error, justify their design trade-offs and eventually select and implement the most appropriate design. Afterwards students test their system to ensure it is well-built and integrated and evaluate how well their designed system met their original goals. VCE Systems Engineering involves problem-solving skills and the application of systems engineering processes, integrating mechanical and electrotechnological engineering systems.

Unit 1: In Unit 1 the focus is Electrotechnological systems. In AOS1, students investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process. In AOS2, students produce, test and evaluate an electrotechnological system, using the systems engineering process.

Unit 2: In Unit 2 the focus is Mechanical Systems. In AOS1, students will describe and apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process. In AOS2, students will produce, test, diagnose, and evaluate a mechanical system using the systems engineering process.

Unit 3: In AOS1, students commence work on a project to create an integrated and controlled system that considers ethical design, using the systems engineering process. In AOS2, Students learn about energy sources and types that enable engineered technological systems to function. They compare the use and impacts of renewable and non-renewable energy sources.

Unit 4: In AOS1, students complete the creation of mechanical and electrotechnological integrated and controlled systems that consider ethical design. They researched, designed, planned and began production of these systems in Unit 3. In AOS2, students investigate new and emerging technologies, consider reasons for their development and speculate on their potential future impacts.

Assessment: a multimedia presentation, an electronic portfolio, written report, production work to create a mechanical system, practical demonstrations, oral presentation.

VCE Vocational Major

VCE VM Work Related Skills Units 1 - 4

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

Unit 1: In AOS1, students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. In AOS2, students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities

Unit 2: In AOS1, students will consider the changing nature of work and the impact this has on future career pathways. They distinguish between transferable skills, specialist and technical work skills required for specific industries. In AOS2, students investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across industries. Students apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Unit 3: In AOS1, students investigate the features and characteristics of a healthy, collaborative and harmonious workplace. They examine the concept of culture and consider the characteristics of work-life balance. In AOS2, students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and legal issues experienced in the workplace.

Unit 4: In AOS1, students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. In AOS2, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel-style interview.

Assessment: This subject is S/N only and does not have scored assessments or exams. Assessments include cover letter and resume creation, participation in careers expos, research projects, mock job interviews, records of interviews, case studies.

VCE VM Personal Development Skills Units 1 - 4

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

Unit 1: In AOS1, students will investigate concepts of personal identity and emotional intelligences in differing contexts. In AOS2, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. In AOS3, students will investigate key advancements in technology and the impact of technology on individuals and society.

Unit 2: In AOS1, students explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. In AOS2, students examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion.

Unit 3: In AOS1, students examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. In AOS2, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. In AOS3, students will examine leadership and collaboration within teams.

Unit 4: In AOS1, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. In AOS2, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion.

Assessment: This subject is S/N only and does not have scored assessments or exams. Assessments include event planning, reflective journals, reports, digital presentations, record of survey results, interviews, community engagement plan.

VCE VM Literacy Units 1 - 4

Study Scope: VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. Students will learn how to confidently and fluently interpret and create texts that have purpose, are accurate and effective. The development of literacy is based upon applied learning principles, making strong connections between students' lives and their learning. Students engage with a wide range of text types and content to learn how information can be shown through a variety of representations.

Unit 1: In AOS1, students develop their reading and viewing skills. There is a focus on the structures and features of a range of texts and the personal reasons readers may have for engaging with those texts. In AOS2, students build on and work to consolidate their digital literacy skills. Students develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

Unit 2: In AOS1, students engage in issues that are characterised by disagreement or discussion. Students consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. In AOS2, students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform.

Unit 3: In AOS1, students become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. The texts reflect real-life situations encountered by students and are representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. In AOS2, students focus on texts about an individual's right and responsibilities within organisations, workplaces and vocational groups.

Unit 4: In AOS1, students investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. In AOS2, students use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

Assessment: This subject is S/N only and does not have scored assessments or exams. Assessments include a series of annotations and summaries, case studies, blogs, videos, digital presentations, podcasts, reflective journals.

Studying a Subject Externally

Victorian School of Languages

The Victorian School of Languages (VSL) is a government school that provides language programs for students who do not have access to those languages in their school of enrolment. The VSL's language program is delivered either face-to-face or online. The VSL offers over 40 languages to students around Australia. Below is a list of language programs offered at VCE at the VSL.

Albanian	French *	Mizo
Amharic	German *	Pashto
Arabic *	Greek *	Persian
Bengali	Gujarati	Polish
Bosnian	Hebrew	Portuguese
Bulgarian	Hindi *	Punjabi *
Burmese	Hungarian	Romanian
Chin (Falam)	Indonesian SL *	Russian
Chin (Hakha)	Indonesian FL +	Serbian
Chinese – Cantonese	Italian *	Sinhala
Chinese – Culture & Society	Japanese FL *	Spanish *
Chinese – Mandarin (Traditional – Guoyu)	Japanese SL *	Tamil
Chinese – Mandarin FL *	Kannada	Telugu
Chinese – Mandarin SL *	Karen	Thai
Chinese – Mandarin SLA *	Khmer	Turkish
Croatian	Korean FL	Urdu
Dari	Latin +	Vietnamese FL
Dutch	Macedonian	Vietnamese SL *
Filipino (Tagalog)	Malayalam	Zomi

*Indicates subject is also offered in online mode

+Indicates subject offer in online mode only

Students wanting to enrol in a VSL subject and unsure of their level should ask for a placement test. For more information about studying a language through VSL, visit their [website](#).

Students at Preston High School may not enrol in any VSL language subject that is offered by Preston High School. **Students must flag their intention to enrol in a VSL subject during their pathways conference.** For some subjects, students will need to fill out a Modern Languages Form for VCAA. Students must provide the Head of Ada Years with their VASS enrolment notice at the beginning of the year.

Studying a language through a Language School

There are some language schools that have VCAA accreditation to deliver a language subject. If a student is studying a Units 1 and 2 language subjects in Year 10 through a language school, this is to be done alongside full-time enrolment in subjects at Preston High School. If a student is studying a Units 1 and 2 language subjects in Year 11, this is counted as one of their six VCE subjects for full-time enrolment.

Enrolment process to study language externally through VSL or other providers

If a student wishes to enrol in a language through one of these providers, they must follow the process below.

- Flag intention to study language through VSL or language school during pathways conference
- Check eligibility requirements for the subject in Units 3 and 4
- Select VSL as one of the top 6 subject preferences when subject selection opens
- Enrol themselves in the subject for a private language school or for VSL, notify the Head of Ada that they would like to be enrolled in the subject.
- Provide Head of Ada with VASS enrolment notification at the commencement of the school year (this can be obtained from language teacher)
- Obtain and fill out all necessary VCAA Units 3 and 4 language permission forms and submit to Head of Ada by end of second week of Term 1.
- Discuss appropriate modifications to timetable to accommodate language subject with Head of Ada

Virtual School Victoria

At Virtual School Victoria (VSV), under some circumstances, VCE students can complete a subject that is not offered at their school. Students complete the subject online and can arrange online meetings with their VSV teacher, however they will sit any assessments for their subject under supervision at Preston High School.

Completing a subject via distance education is not for everyone. Students need to have a strong passion for the subject, be extremely organised and be able to self-regulate to a high level. If a student is interested in studying a subject via distance education, they should raise this at their pathways conference. Preston High School not offering a subject does not automatically guarantee students will be eligible to enrol in VSV. The Head of Ada will assess data in: Growth Habits, work submission, attendance and coursework completion to ascertain the student's readiness and clearance to proceed with a Virtual School Victoria (VSV) enrolment.

Below is a list of subjects on offer at Virtual School Victoria that are not presently offered at Preston High School. Please note that this list is subject to change. For the most up-to-date information, it is recommended that you refer to the Virtual School Victoria website [here](#).

Agricultural and Horticultural Studies	Algorithmics (HESS)
Product Design and Technologies	Applied Computing: Data Analytics
Outdoor and Environmental Studies	Applied Computing: Software Development
Classical Studies	Extended Investigations
Religion and Society	Theatre Studies
Sociology	Dance

Accounting	Applied Computing
Industry and Enterprise	

Enrolment Process

- Students may only enrol in **one subject** at Virtual School Victoria and if it is unavailable to them at Preston High School
- Growth habits average and coursework completion is of a sufficient standard to indicate they have the organisational and self-regulatory skills necessary to study a subject virtually
- Flag interest in the subject during pathways conference to pathways counsellor
- Select VSV as one of the top 6 subject preferences when subject selection opens
- Contact the Head of Ada when VSV subject applications open to organise enrolment
- Submit enrolment to VSV with assistance of Head of Ada and make adjustments to school timetable to accommodate VSV subject
- Check school email regularly as VSV will send all enrolment documentation to this email

Higher Education Studies

For some students who have shown exceptional learner growth and completed two Units 3 and 4 subjects in Year 11, studying a higher education studies subject (HES) in their final year may be a suitable option.

Higher education studies are subjects that are:

- equivalent in content and assessment in every respect to one or more current first-year higher education studies and constitute at least 20 per cent of a full-time first-year university course
- a clear advance on VCE Units 3 and 4 study and commensurate in workload with an additional VCE study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the higher education institution in that discipline.

To view a list of subjects offered by universities as higher education subjects, see this [website](#). Subject offerings from universities may change each year.

Preston High School has an internal approval process and set of enrolment requirements for students wishing to undertake a HES subject in their final year of school. This process and the enrolment requirements are to ensure that students are appropriately selecting subjects at a level in which they have the best chance of success.

Enrolment Requirements

- Satisfactory completion and achievement of a study score of over 40 in the linked Units 3 and 4 subject.
- Satisfactory completion of two Units 3 and 4 subjects by the commencement of final year of VCE
- Consistent coursework submission
- Growth habits average of 5
- A high degree of autonomy
- Good time management and organisational skills
- Appropriate selection of a HES subject that relates to career pathway choice.

Approval Process

To apply to study a HES subject, the following process must be followed.

- Express interest in studying HES during course and pathway counselling and ensure that linked Units 3 and 4 subjects have been selected or are in the process of being completed.
- Enter five Units 3 and 4 subjects into Edval during subject selection period.
- Check Units 3 and 4 linked subject results meet enrolment requirements when they are released in December.
- Make appointment to meet with the Head of Ada prior to the end of the school year to discuss enrolment and gain approval to enrol (subject to final approval from Principal).
- Submit any reference requests that support application to Head of Ada at least a week prior to any due dates for application.
- Submit application form to university by due date.
- Inform Head of Ada once application outcome is received so that subject enrolment can be modified to accommodate HES subject.

Who is HES for?

HES subjects are for students who demonstrate high performance across all subjects and need extension in a subject that directly aligns with the university course and career pathway they are interested in. This pathway is suited to forward-thinking students who wish to experience university workloads early, test-drive a specific field of study (such as Law, Medicine, or Engineering), and potentially earn credit toward their future degree to save both time and course fees. Because HES subjects require university-level independent study and excellent time management, school endorsement is strictly contingent on a student demonstrating the strong Growth Habits necessary to manage this additional workload alongside their core VCE commitments.

HES subjects contribute an increment to an ATAR in the same manner as a fifth or sixth VCE subject does. Therefore, a student considering studying a HES subject must weigh up whether the increment they may gain will be greater studying a VCE subject or a HES subject.

Completing Units 3 and 4 Subjects in Year 11

Some students may wish to complete one or two Units 3 and 4 subjects in Year 11. Completing a Units 3 and 4 subject in Year 11 allows students to experience scored assessment and externally assessed exams, alongside the time commitment and study routines necessary for success prior to Year 12. It can be a highly beneficial experience. Preston High School has requirements in place to commence Units 3 and 4 subjects in Year 11.

Requirements to enrol in two Units 3 and 4 subjects in Year 11

- Satisfactory completion of Units 1 and 2 for the related VCE Units 3 and 4 subjects
- No academic or attendance cautions for VCE subjects from term 2 of Year 10
- Average 90% attendance across all subjects
- Average of at least 4 for Growth Habits
- Consistent learning task submission for all Year 10 subjects
- Completed course plan that includes five subjects at Year 12

Requirements to enrol in one Units 3 and 4 subject in Year 11

- Satisfactory completion of Units 1 and 2 for the related Units 3 and 4 VCE subject
- Average 90% attendance across all subjects
- Average of at least 3 for Growth Habits
- Consistent learning task submission for all Year 10 subjects
- Completed course plan that includes five subjects at Year 12

VCE General Subject Selection Advice and Requirements

The below points outline subject selection requirements that students must adhere to.

- It is mandatory to do a sequence of Units 3 and 4 English (English/EAL, Literature or English Language) in Year 12.
- Accepted combinations of Mathematics studies are Foundation Maths only, General Maths and Maths Methods, Maths Methods and Specialist Maths **but not General Maths and Specialist Maths, or Foundation Maths and Specialist Maths, or Foundation Maths and Maths Methods.**

The below information is advisory in nature:

- Art Creative Practice, Visual Communication Design and Media include extensive folio work. It is advisable that no more than two SAT/folio subjects should be done in the same year. Instead, students should consider completing one Units 3 and 4 in Year 11 and one Units 3 and 4 in Year 12.
- Students should be aware that all four sciences contain a formally assessed scientific poster which requires extensive preparation. Students doing more than two sciences should be aware of this workload which may occur at the same point in the year. Students should consider completing one Units 3 and 4 sciences in Year 11 and one Units 3 and 4 sciences in Year 12.

VCE Subject Selection Template

Students can use this subject selection template to record their preferences but must enter their final choices into Edval (the subject selection software).

Year 10 Subjects		Year 11 Subjects		Year 12 Subjects	
1	English	1		1	
2	History Unit 1	2		2	
3		3		3	
4		4		4	
5		5		5	
6		6			
7					
8					
9					
10					

Line 1 must be one of English/EAL/Literature/English Language in Year 11 and Year 12.

Part Two: Vocational Education and Training (VET)

What is Vocational Education and Training?

Vocational Education and Training (VET) gives students the opportunity to gain a nationally recognised qualification while still at school. VET courses provide practical, hands-on learning and industry-specific skills that can lead to further study, apprenticeships, traineeships, or employment.

Preston High School is part of the Northern Melbourne VET Cluster, a network of 71 government and non-government schools. Through this network, students can access more than 46 VET courses across a range of industries. Students may also undertake a VET course through another approved provider, such as a TAFE or private Registered Training Organisation (RTO).

At Preston High School, VET courses are offered as part of the VCE Vocational Major (VCE VM) pathway. All VCE VM students are required to complete a VET course as part of their certificate.

We do not recommend VET courses for our students in our VCE ATAR pathway. This pathway is designed as an academic pathway for students seeking direct university entrance. Students in this pathway need consistent access to teacher-led instruction, feedback, assessment preparation and class discussion across their VCE subjects. When a student attends an external VET program, they are typically absent from school for a significant block of time each week. This can mean missing multiple VCE classes and a substantial proportion of instruction in one or more subjects. While some students may feel they can catch up during study periods, this is not the same as being present for direct teaching, guided practice, feedback and preparation for assessment.

Who is VET for?

VET (Vocational Education and Training) is for students interested in developing hands-on skills in a specific industry. It supports Vocational Major students who may be aiming for university in the future, as well as students focused on vocational pathways like apprenticeships, TAFE, or direct employment.

VET offers practical learning that can provide a head start toward a chosen career or further study. It suits students who enjoy applied learning, have a strong interest in a particular industry, and can manage their responsibilities effectively.

To study a VET subject, students must:

- Maintain a strong attendance record and demonstrate commitment to their chosen course
- Be proactive in catching up on any schoolwork missed due to VET attendance
- Be available during the scheduled VET class times each week
- Commit to the course for the full year, VET subjects cannot be changed once commenced
- Commit to the behavioural standards of the specific VET provider (which are often more stringent than those at school)

VET programs have strict attendance requirements and high expectations for participation.

Cost and Equipment

DET funding allows students in government schools to enrol in VET with minimal fees. However, families should be aware that some courses may involve additional costs for uniforms, safety gear, or other course-specific items.

How does VET contribute to VCE?

At Preston High School, VET courses are primarily offered as part of the VCE Vocational Major (VCE VM) pathway. While VET programs can contribute directly to a student's ATAR, undertaking a vocational certificate alongside a scored VCE workload is a significant commitment and not recommended.

Application Requirements

Students wishing to include a VET subject in their VCE-ATAR program must:

- Complete a targeted career counselling session with our Student Futures Coordinator to assess the overall feasibility of the pathway. This counselling ensures that the chosen VET certificate provides essential, practical skills **directly linked** to the student's long-term career goals, rather than duplicating the existing school curriculum.
- There is no equivalent subject offering at Preston High School
- Have a Growth Habits average of 4 or more
- Work submission on time 95%
- Attendance above 90%, and
- No Staged Coursework Completion Chronicles

To undertake a VCE VET program at the Unit 3 and 4 level, students are generally required to complete Units 1 and 2 of the same course first. VET courses are designed to be completed as a full two-year program.

Students undertaking VCE VM are required to complete a VET course as part of their certificate.

The list of VET courses available each year is released at the end of term 2/beginning of Term 3. Course availability depends on student demand, provider availability and timetabling considerations. Not all VET courses offered across Victoria are available through the Northern Melbourne VET Cluster (NMVC).

Agriculture, Horticulture, Conservation and Land Management	Cisco	Equine Studies	Laboratory Skills
Animal Studies	Civil Infrastructure	Furnishing	Music Industry
Applied Fashion Design and Technology	Community Services	Hair and Beauty	Plumbing
Applied Language	Creative and Digital Media	Health	Small Business
Automotive	Dance	Hospitality	Sport and Recreation
Building and Construction	Electrical Industry	Information and Communications Technology	

Business	Engineering	Integrated Technologies	
----------	-------------	-------------------------	--

Enrolment Guidelines for VET at Preston High School

- Students must select Units 1 & 2 VET subjects that are offered on Wednesday afternoons, to reduce disruption to their regular timetable.
- Enrolment in a VET subject outside of this time requires approval from the Head of Ada & VET Coordinator.
- Year 11 students are permitted to include a VET subject in their course as part of their VCE VM pathway.
- Where possible, students are encouraged to avoid full-day VET courses to ensure they remain engaged with their on-campus subjects.

Important Notes:

- VET subjects are delivered off-campus, typically to a host school or training provider.
- Students enrolled in a VET subject will miss some scheduled classes at Preston High School.
- It is the student's responsibility to catch up on the missed work. Timetabled study sessions can be used to support this.

VET Application and Enrolment Process

VET subjects are in high demand and have limited places available. Students interested in enrolling in a VET subject must consult the Northern Melbourne VET Cluster VET Handbook (available from Term 3 in the Ada Program Office) to explore course options. Attendance at the host school's VET Information Evening is strongly recommended and may be compulsory for some courses. Students must notify the Head of Ada & VET Coordinator of their intention to enrol by the internal deadline set in Term 3. All application forms and required documentation must be completed and submitted by the specified due date to secure a place.

Part Three: Alternative Pathways

Students interested in a vocational pathway can enrol in the Victorian Pathways Certificate (VPC) or the Victorian Certificate of Education with a Vocational Major (VCE VM).

Local providers of vocational programs include:

- [The Northern College of Arts and Technology \(NCAT\)](#)
- [Melbourne Polytechnic](#)
- [Kangan Institute](#)
- [Prace College](#)

Students can also include other VCE subjects

The VCE VM is not designed for students to gain an ATAR, however it is possible to select subjects that allow students to gain an ATAR. The image on the following page shows an example of two programs, one that could lead to an ATAR and one non-ATAR program.

Sample program: VCE-VM

Year 11	Year 12
VCE Unit 1&2 English	VCE Unit 3&4 English
VCE Unit 1&2 General Maths	VCE Unit 3&4 Further Maths
VET Unit 1&2 Allied Health	VET Unit 3&4 Allied Health
VCE Unit 1&2 Health & Human Development	VCE Unit 3&4 Health & Human Development
VCE-VM Unit 1&2 PDS	VCE-VM Unit 1&2 WRS
VET Unit 1 SWL Recognition	VET Unit 2 SWL Recognition

*This student could receive 4 study scores and would be eligible for an ATAR

Sample program: VCE-VM

Year 11	Year 12
VCE-VM Unit 1&2 Literacy	VCE-VM Unit 3&4 Literacy
VCE-VM Unit 1&2 Numeracy	VCE-VM Unit 3&4 Numeracy
VCE-VM Unit 1&2 PDS	VCE-VM Unit 3&4 PDS
VCE-VM Unit 1&2 WRS	VCE-VM Unit 3&4 WRS
VET Unit 1&2 Salon Assistant	VET Unit 1&2 Retail Cosmetics
VET Unit 1 SWL Recognition	VET Unit 2 SWL Recognition

*This student would not be eligible for an ATAR

Who is the Victorian Pathways Certificate for?

The Victorian Pathways Certificate (VPC) is for students who have missed significant periods of their education for various reasons and need support to obtain the foundational literacy and numeracy skills they have missed out on. It is also suitable for students with additional needs who require a substantially modified learning program.

What do students' study in the Victorian Pathways Certificate?

In the VPC, students complete at least 12 units. Their course will include:

- Two literacy units
- Two numeracy units
- Two Work Related Skills (WRS) units
- Two Personal Development Skills (PDS) units

Students can also include VET, VCE subjects and structured workplace learning.

Key Contacts for Assistance

For assistance with any VCE, Pathway or Careers related queries, please contact:

Ms Ryannan Mathieson – Head of Ada Program: Ryannan.Mathieson@education.vic.gov.au

Mr Rohan McCarthy – Assistant Principal of Ada Program: Rohan.McCarthy@education.vic.gov.au

Ms Susan Calder – Head of Student Futures: susan.calder@education.vic.gov.au

Ms Laura Mitchell – Assistant Principal of Curriculum: laura.mitchell4@education.vic.gov.au

VCE terms glossary

There are many acronyms, initialisms and words associated with the Victorian Certificate of Education that may be unfamiliar to students and adults at home.

Term	Definition
Accredited course	An accredited course is a course that leads to an Australian Qualifications Framework (AQF) qualification or a Statement of Attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed standards. In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA). The VCE is an accredited senior secondary course under the <i>Education and Training Reform Act 2006</i> (Vic) and is a senior secondary certificate of education within the AQF.
Aggregate	The total used to calculate the ATAR, by adding the primary four studies to a maximum of two available (and permissible) increments.
AOS	Area of study. Each unit of a VCE subject is separated into smaller, more specific areas of study.
ATAR	The Australian Tertiary Admissions Rank is an overall percentile ranking reflecting your comparative Year 12 achievement relative to the relevant age group in a given year.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training.
Authentication	Authentication is the process of ensuring that the work submitted by students for assessment is their own. The student must follow the rules for assessment set by the VCAA and the school to ensure that the teacher can authenticate the work.
Department of Education	The Victorian Government department administers school education and school-based apprenticeships and traineeships.
Derived Examination Score (DES)	The DES is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.
Further Education (FE)	Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language (EAL). Further Education certificates are accredited under the AQTF.

Term	Definition
General Achievement Test (GAT)	The GAT is a test of literacy and numeracy skills, as well as knowledge and skills in mathematics, science and technology, and the arts and humanities. GAT has 2 sections. Section A assesses literacy and numeracy skills. Section B assesses skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills. The VCAA uses GAT results to check VCE external assessments and school-based assessments have been accurately and fairly assessed.
Home school	Home school is the main school for the students. Only the home school may enter and change a student's personal details through VASS. A student can have only one home school at a time. Home school is usually, but not always, the assessing school.
Key knowledge and skills	Each area of study contains specific key knowledge and skills that students need to acquire and demonstrate.
Learning outcome	What students are expected to know and be able to do by the time they have completed a unit of study.
Learning program	A course, curriculum, training package, units of study, or structured workplace learning that leads to the award of a qualification.
Not satisfactory (N)	Not satisfactory (N) is a result for a unit reported on a student's Statement of Results. It indicates that the work submitted for that unit does not demonstrate achievement of the specified outcomes for satisfactory completion of the unit and/or the student has failed to meet a school deadline or other requirement for submission of the assessment task.
Outcomes	Outcomes are what a student must know, or be able to do, to satisfactorily complete a unit as specified in the study design.
Registered training organisation (RTO)	Organisation registered by the Victorian Registration and Qualifications Authority (VRQA) or Australian Skills Quality Authority (ASQA) to deliver and issue VET qualifications
Satisfactory (S)	Satisfactory (S) is a result for a unit reported on a student's Statement of Results. It indicates that the work submitted for that unit demonstrates achievement of the specified outcomes for satisfactory completion of the unit.
Scaling	The adjustment of a VCE study score by VTAC, used in the calculation of the ATAR. Scaling allows study scores to be comparable across different studies to ensure that students are neither advantaged nor disadvantaged by the studies they choose.
School-assessed coursework (SAC)	SACs are made up of a number of assessment activities specified in the study design. These activities are used to assess the learning outcomes.
School-assessed tasks (SATs)	SATs are extended assessment tasks in studies such as Art, Visual Communication, Product Design and Technology, Media and Studio Arts, where products and/or models are assessed.

Term	Definition
Sequence	Two units of one subject in one year. Units 3 and 4 subjects can only be completed as a sequence – hence selection is of utmost importance as changes cannot occur halfway through the year. Units 1 and 2 subjects may be completed as independent units.
Special Provision	The Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies. These circumstances may include physical or mental disabilities, illness, personal circumstances or other barriers to learning. Students apply to their school for Special Provision for both classroom learning and school-based assessment.
Statement of Results	A set of documents that states a student's VCE results, and if relevant, whether the student has been awarded the VCE.
Structured workplace learning for VET (SWL)	On-the-job training enables students to develop their work skills and understand employer expectations while completing their VCE.
Study	VCE subject that comprises 4 units (Units 1, 2, 3 and 4), each of which is a semester in length.
Study design	Subject Guide, detailing Units & Outcomes. http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx
Study score	A score from 0 – 50, determined by the VCAA, which shows how a student performed in a study relative to all other students completing the study that year. It is based upon students' scores in assessments and examinations.
TAFE	Technical and Further Education. A vocational training provider run by the Victorian government. https://tafe.educationapps.vic.gov.au/s/ .
Unit of competency (UoC)	The specified standard for the demonstration of skills, knowledge and abilities required for a specific work activity.
Units	Units are semester-length programs that make up each VCE study or subject. Students typically study Units 1 and 2 of the study in their first year of the VCE, and Units 3 and 4 in their second year.
VCAA	The Victorian Curriculum and Assessment Authority provides compulsory curriculum and assessment for Victorian schools from foundation to year 12, including VCE and VET.
VCE VET	Vocational Education and Training (VET) courses are undertaken as programs of study within the VCE and contribute to satisfactory completion of the VCE.
VCE VM	Victorian Certificate of Education Vocational Major. A two-year vocational and applied learning program within the VCE. https://www.vic.gov.au/vce-and-vce-vocational-major .

Term	Definition
VCE Vocational Major (VCE VM)	An applied learning program of study with a vocational focus within the VCE is designed to be completed over 2 years.
Victorian Assessment Software System (VASS)	The internet-based system used by schools to register students and enter VCE enrolments and results directly onto the VCAA's central database.
Victorian Certificate of Education (VCE)	An accredited senior secondary course leading to the award of a senior secondary qualification.
Victorian Registration and Qualifications Authority (VRQA)	The VRQA is Victoria's education and training regulator. Government and non-government schools and other organisations that wish to offer the VCE must be registered with the VRQA as a senior secondary provider and authorised by the VCAA to deliver the VCE.
VTAC	The Victorian Tertiary Admissions Centre administers the centralised application process for Victorian tertiary courses. www.vtac.edu.au .