



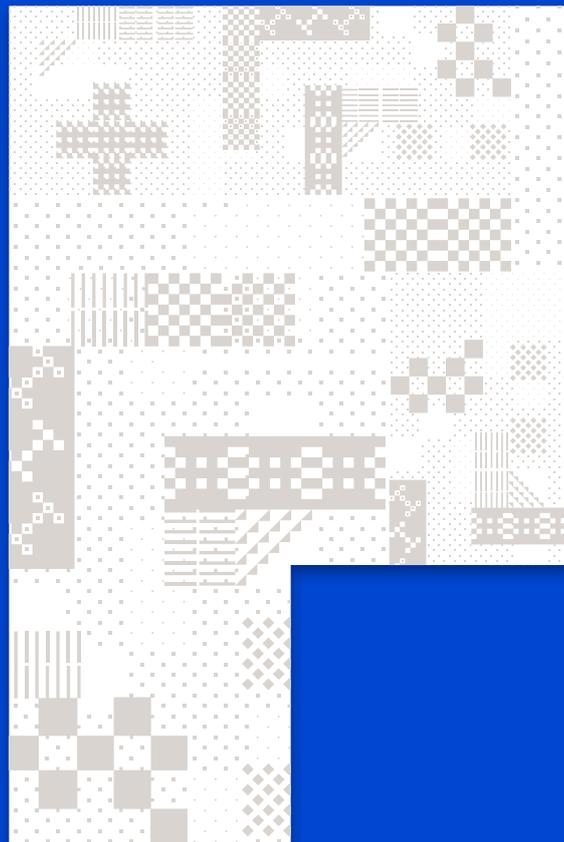
PRAHRAN  
HIGH  
SCHOOL

CREATIVITY . CURIOSITY . CHALLENGE . CHARACTER  
MAKE AN IMPACT

SENIOR SCHOOL

# SUBJECT SELECTION

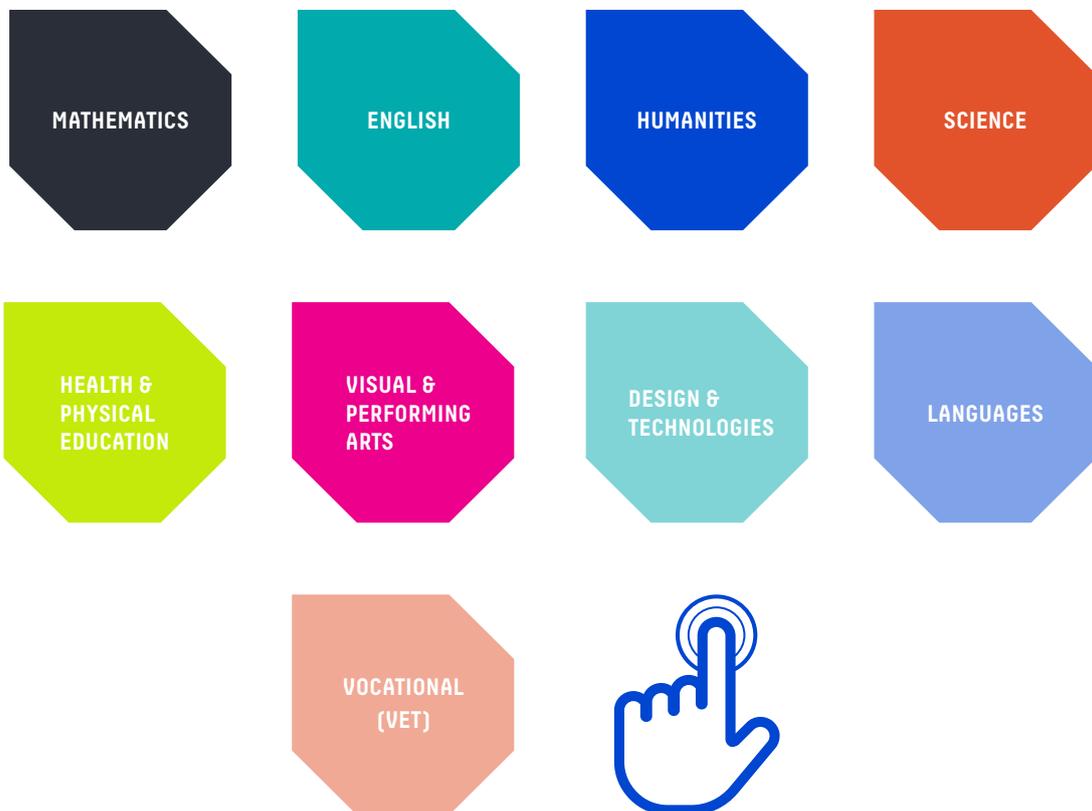
HANDBOOK 2023





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# WELCOME

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**This handbook contains information about the Subjects available for PHS Senior School Students in 2023. The Subject Selection Handbook should be read in conjunction with the Senior School Handbook, which provides general information about the Senior School Model and the programs offered to students more broadly.**

Choosing your pathway and subjects is an exciting process, but also a process that can be complicated. During Term 3 you will be guided through this process in conjunction with our Senior School Pathways team – including our School Leadership and your mentor teachers.

Our Senior School Model aims to provide students with a genuine THREE YEAR PROGRAM. Students have access to a range of programs and learning opportunities as they work towards a VCE certificate. This includes:

- 10.0 Subjects that align with the Victorian Curriculum 10.0 standard
  - VCE Subjects (including Vocational Pathway subjects)
  - VET Subjects
  - University and Extension program subjects (commencing 2024)
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## How to Navigate This Handbook

This handbook is necessarily detailed as we strive to provide a rich variety of subjects and pathway options for students. It is designed for readers to interact with this in a logical and dynamic manner.

Each 'chapter' is based around one of the eight key Learning Areas. Readers can jump to a specific area of the handbook from the Contents page using hyperlinked chapter headings.

Live links are provided throughout to enable ready connection with important external websites such as the Victorian Curriculum and Assessment Authority. (VCAA)



## Subject Charges 2023

Senior School subjects may attract a charge that covers the following; practical project consumables, software programs/applications, and incursions/excursions, all considered essential in the delivery of the subject unit.

These subject charges are encompassed in our Parent Payments Arrangements with our 2023 Parent Payments Arrangements, once approved by our School Council, is anticipated to be published on Compass in early Term 4, 2022.



## The Year 10 Program 2023 Flexible Learning Pathways

Course selections should be made in consultation with teachers, parents and our Senior School Pathways team. We advise students to choose based on their passions, strengths and interests.

In developing your course plan, you should also consider:

- Think about what is most important to you in your learning and prioritise this in your course plan
- Consider the prerequisite studies that might be required for tertiary courses you are interested in. Are you covering the prerequisites that you might need?
- Try to balance your courses across your three-year program: for example if you are interested in both Studio Art and VCD, consider studying one in Year 10, and the other in Year 11

## Year 10 – Minimum Requirements

Prahran High School requires Year 10 students to take a minimum number of units of study in some learning areas. A summary of the minimum requirements for Year 10 students in 2023 is:

- All Students will complete 12 Units of Study for the year (6 Units in each semester)
- Students MUST choose a minimum of TWO English Units
- Students MUST choose a minimum of TWO Mathematics Units
- Students MUST choose a minimum of ONE Science Unit
- Students MUST select the course Modern History 10.0: Genocide and Conflict (this will usually, but not always, be studied in Year 10).

The remaining units of study can be chosen from any learning area, and there are no restrictions on the maximum number of units in any learning area.

Students will also complete a Fitness for Life 10.0 program (in addition to their chosen subjects) and participate in our Workplace and Pathways mentoring program.

A typical Year 10 learning program is shown below:

Year 10	English	Maths	Block 3	Block 4	Block 5	Block 6	Additional
Time allocation per week:	3 x 75m	3 x 75m	3 x 75m	3 x 75m	3 x 75m	3 x 75m	1x100m each
Semester One	English (choice of two units)	Maths (choice of two units)	Science (at least one unit)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	Fitness for Life Pathways and Workplace Mentoring
Semester Two			Modern History: Genocide and Conflict 10.0 (recommended unit)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	



## Year 11 at PHS in 2023

Course selection for students entering Year 11 in 2023 should also be done in consultation with the student's teachers, parents and their Pathways Counsellor. At this year level, students continue to be encouraged to choose based on their passions and strengths but with an eye to the future.

In developing your course, consider:

- Any prerequisites for post-secondary pathways that you may have interest in
- What is of greatest importance to and interest to you
- Whether or not to continue on to Unit 3 and 4 in a study that you commenced in 2022
- Taking a balanced and strategic approach to subject selection over Year 11 and 12

## Year 11 – Minimum Requirements

Prahran High School requires Year 11 students to undertake six VCE Unit of Study in each semester (a total of 12 for the year). A summary of the other requirements of Year 11 students is as follows:

- All students will undertake two English Units (either English or Literature)
- Students will complete two Mathematics Units (either Mathematical Methods or Further Mathematics)
- Students will choose eight additional units across the year from any learning area (including additional English or Mathematics Units)
- Units 3 & 4 in any subject must be taken as a sequence
- Units 1 & 2 can be taken independently

**A sample Year 11 Learning Program is shown below:**

Year 11	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Time allocation per week:	3 x 75 minute learning sessions					
Semester One	Unit 1 English	Unit 1 Maths Methods	Unit 1 Biology	Unit 3 Physical Education	Unit 1 History	Unit 1 Art Creative Practice
Semester Two	Unit 2 English	Unit 2 Maths Methods	Unit 2 Biology	Unit 4 Physical Education	Unit 2 Sociology	Unit 2 Art Creative Practice



## Choosing VCE Subjects

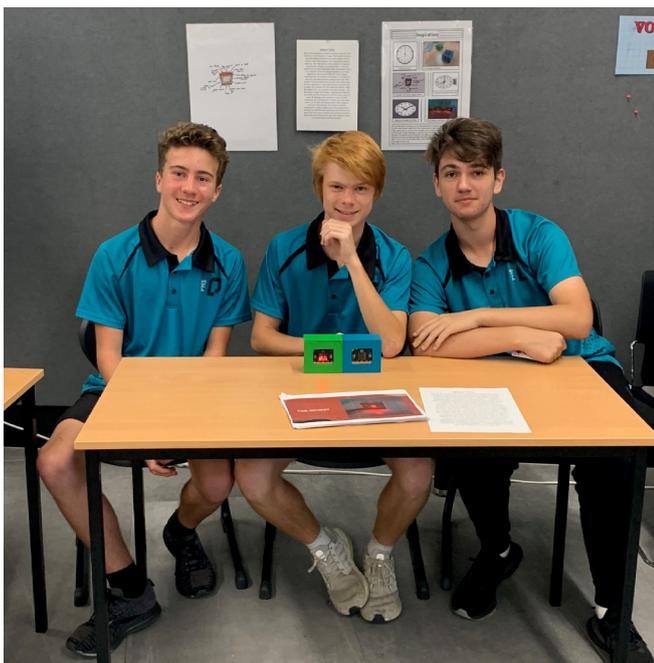
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**Students in Year 10 may choose to study a VCE subject if they wish. There are no definite pre-requisites for entry to VCE studies at Prahran High School, but students are advised to consider what is right for them in their learning, be brave and be honest.**

As a guideline, we will expect students to consider undertaking a VCE unit of study in Year 10 when:

- They have a passion and interest in that area and wish to challenge themselves; AND
- They have demonstrated a high level of learning behaviours and independence; AND
- They have achieved EITHER Extension Level in the relevant Year 9 Core class; OR
- They have already completed a Year 9 Specialisation or 10.0 subject in a corresponding learning area and have achieved a satisfactory result (Essential Standard).

Students will be guided by the PHS Pathways team, subject and mentor teachers, and their families as they make decisions about the program of study that is most suitable for them.



## Planning your three year program

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**Be sure to balance your course selections across your three years in the Senior School.**

This could mean spreading out subjects that you are passionate about or seeking to balance the timing of different aspects of your program to help create a reasonable workload. It is possible to select individual VCE Units 1 and 2 (these do not have to be studied as a sequence) but Units 3 and 4 must be studied in the same calendar year.

The information in this guide is meant to provide a starting point only. Further information for VCE subjects is available through the Study Designs published by VCAA and provides a much more comprehensive summary of the learning program in each Unit. You should also talk to teachers – the Learning Area Leader for each subject is listed in this guide, and speak with other students, your family, and your Pathways Counsellors prior to finalising your choices. For information about post-school pathways, VTAC publishes a guide to course prerequisites that can also be helpful.

There is no guarantee that all of the Units offered in this guide will run at PHS in 2023 (or beyond). Subjects will run according to the number of students that choose the subject, and the practicality of running subjects with low numbers in our context.

You should therefore select your subjects in order of preference – this will help ensure that we can provide you with the subjects that best represent your interests and wishes.

**Good luck and best wishes - Make an Impact!**



# Summary of subjects offered at Prahran High School

On the following table is information about the Senior School subjects available for study in 2023 and beyond. Subjects in **BOLD** will be offered to students in 2023. The other subjects (and further choices and options) will be offered from 2024 onwards.

Subjects will only run if there is sufficient student interest to make running a class viable. Students who miss out on a preference in 2023 may be able to choose that option in 2024.

<b>Prahran High School: Senior School Subject Options</b> <i>(All subjects are 6x 75-minute learning sessions per fortnight, unless otherwise indicated)</i>			
Learning Area	<b>PHS Requirement</b> (across 3 years)	<b>10.0 Victorian Curriculum</b> (Each Unit = One Semester)	<b>VCE Subjects Offered</b> (Each Unit = 1 semester)
<b>Mathematics</b>	At least <b>4 units</b>	Maths for Life 10.1 & 10.2 Future Mathematics 10.1 & 10.2	Further Mathematics 1-2 & 3-4 Mathematical Methods 1-2 & 3-4 Specialist Mathematics 3-4
<b>English</b>	At least <b>6 units</b> At least <b>1x VCE 3 &amp; 4</b> sequence	English 10.1 & 10.2 English as an Additional Language 10.1 & 10.2	English / EAL 1-2 & 3-4 Literature 1-2 & 3-4
<b>Humanities</b> <b>History</b> <b>Geography</b> <b>Economics</b> <b>Civics</b>	At least 1 unit in Year 10 Modern History: Genocide and Conflict 10.0 is recommended for all students	Modern History: Genocide and Conflict 10.0 Digital Democracy and Citizenship 10.0 Money Matters: Everyday Finance 10.0 Societies, Beliefs and Ideologies 10.0	History 1-2 & 3-4 Business Management 1-2 & 3-4 Economics 1-2 & 3-4 Politics 1-2 & 3-4 Sociology 1-2 & 3-4



## Pahran High School: Senior School Curriculum Options

*(All subjects are 6x 75-minute learning sessions per fortnight, unless otherwise indicated)*

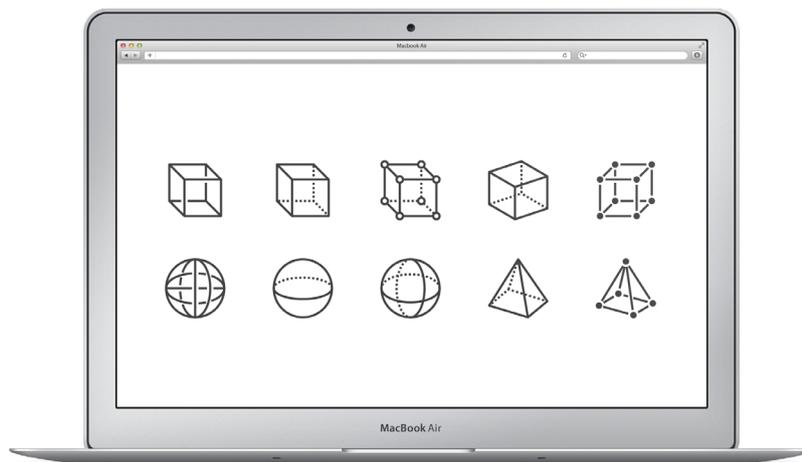
Learning Area	PHS Requirement (across 3 years)	10.0 Victorian Curriculum (Each Unit = One Semester)	VCE Subjects Offered (Each Unit = 1 semester)
<b>Science</b>	At least ONE unit in Year 10	Physical and Chemical Sciences 10.0 Biomedical Science 10.0 Street Science 10.0	Biology 1-2 & 3-4 Chemistry 1-2 & 3-4 Physics 1-2 & 3-4 Psychology 1-2 & 3-4
<b>Health and Physical Education</b>	All Year 10 Students must choose 1x Year 10 Sport option and 1x Fitness for Life Option	Fitness for Life 10.0 (1 x 100-minute practical session per week. Students choose from multiple options each term).	Physical Education 1-2 & 3-4 Health and Human Development 1-2 & 3-4
<b>The Arts</b>	No minimum requirement	Dance 10.0 The Art Laboratory 10.0 Architecture : Future Cities 10.0	Art Making and Exhibiting 1-2 & 3-4 Visual Communication and Design 1-2 & 3-4 Media Studies 1-2 & 3-4 Theatre Studies 1-2 & 3-4 Music Performance 1-2 & 3-4
<b>Technology</b>	No minimum requirement	Product Design - Upcyce Inc. 10.0 Systems Design, Mechanical Systems 10.0	Systems Engineering 1-2 & 3-4 Product Design Technology 1-2 & 3-4 Food Studies 1-2 & 3-4
<b>Languages</b>	No minimum requirement	French 10.1 & 10.2	French 1-2 & 3-4 Distance Education (on negotiation)
<b>Passion Projects</b>	All students encouraged to undertake at least one unit	Introduction to Extended Investigation 10.1 & 10.2	Extended Investigation 3-4
<b>Workplace and Pathways Mentoring Program</b>	All students undertake in Year 10-12	Pathways and Mentoring Program (2 x 75-minute sessions per fortnight)	



## Subject Selection Contacts

Role	Staff Member
Principal	Mr Nathan Chisholm
Assistant Principal Learning, Teaching and Innovation (7-12) Senior School Curriculum	Mr James Fidler
Assistant Principal Positive Climate for Learning (7-12) Wellbeing	Ms Shannan Roberts
Head of Senior School	Mr Jason Wood
Yr 10 Coordinator	Ms Vicky Moragiannis
IMPACT9 Leader	Ms Amarinda Long
Head of Middle School	Ms Rebecca Domange
English Learning Area Leader/s	Ms Isabella Turnbull
Mathematics Learning Area Leader	Mr Steven Goldberg
Science Learning Area Leader	Mrs Dimi Charalambous
Humanities Learning Area Leader	Ms Hollie Griffiths
French Learning Area Leader	Mr Nathan Elliott
HBHM HAPE Learning Area Leader	Mr Jason Davies
The Arts & Technology Learning Area Leader	Ms Lara Karasavvidis
Head of Music	Ms Theresa Haddon
Head of Performing Arts	Mr Andrew Byrne

# MATHEMATICS PATHWAYS



**The Mathematics Program at PHS is designed to be flexible and provide suitable challenges and opportunities for all students, regardless of their passions, interests and starting points. Our Senior School mathematics program aims to consolidate learning from Years 7-9, and then provide pathways to support further numeracy development that will underpin success in further education and in life.**

Mathematics is a prerequisite for a significant number of university pathways, and courses such as Engineering, Commerce, Science, Education, Medicine, Computing, Health and Nursing, and many more. Students **MUST** check prerequisites for courses they are interested in and discuss this with their Pathways Counsellor before choosing their program.

Mathematics is also highly valued and considered essential for success in a range of vocational programs – including trades such as carpentry and electrical. Students considering a vocational pathway are encouraged to challenge themselves and focus on achieving success in mathematics.

Students in the Senior School at PHS are required to choose a minimum of TWO units of mathematics in Year 10 and in Year 11. The majority of students will continue and study mathematics in Year 12 as well.

The two units chosen will usually come from the same subject/stream and are usually studied as a sequence across the year, but students do have some flexibility to mix and match and can choose more than two units if they wish.

## Summary of Mathematics Subjects

10.0 Units	VCE Units 1 and 2 (Usually selected as a sequence)	VCE Units 3 and 4 (Must be taken as a sequence)
Future Mathematics 10.1 Future Mathematics 10.2 Maths for Life 10.1 Maths for Life 10.2	<i>VCE Maths Methods (2022)</i> <i>VCE Further Mathematics (2023)</i> <i>VCE Specialist Mathematics (2023)**</i>	VCE Maths Methods (2023) VCE Further Mathematics (2024) VCE Specialist Mathematics (2024)

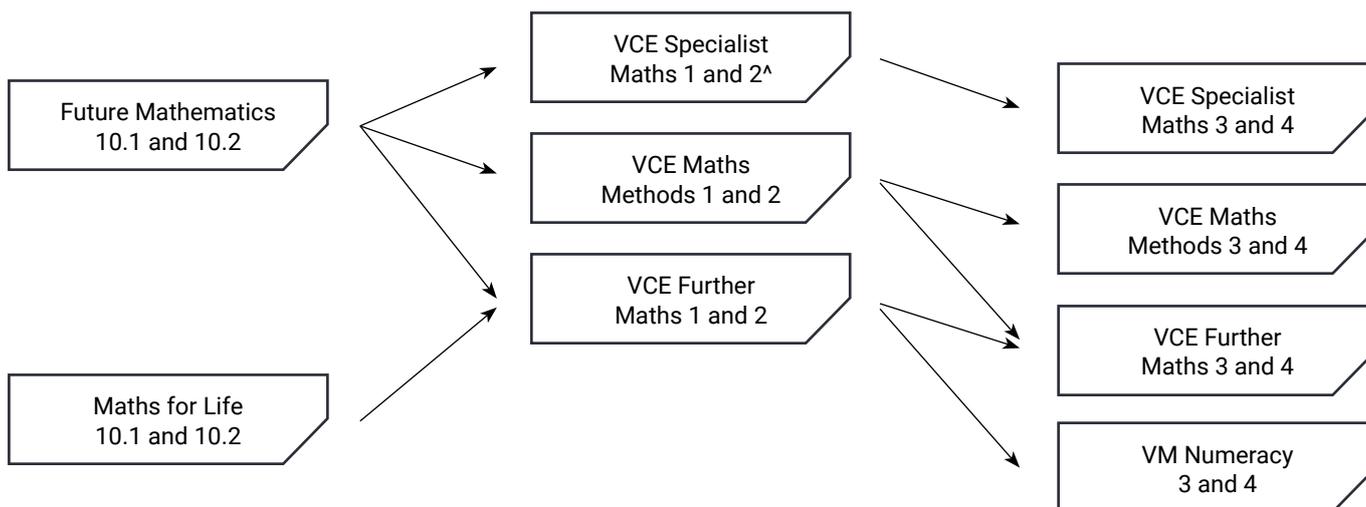
\* VCE Foundation Mathematics is a Vocational/Workplace literacy subject. An equivalent/alternative course is likely to be introduced from 2023 and PHS is committed to offering this program once it is available.

\*\* Students who choose VCE Specialist Mathematics must also study VCE Maths Methods as part of their program.

# Mathematics Pathways

Mathematics subjects are considered to be sequential: learning in higher year levels builds on learning that has previously been undertaken. Students must therefore be careful to consider the best pathway in mathematics. Students who have not undertaken prerequisite studies may need to complete additional learning to be successful in later years.

Please pay careful attention to the pathways shown below:



\*Additional Study is required to progress from VCE Foundation Maths to VCE Further Maths 3 and 4

^ Students studying Specialist Maths must also study Maths Methods as part of their course plan

## Sample Mathematics Pathway 1: Student with a general/broad interest across the curriculum

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Future Mathematics 10.1 and 10.2	VCE Maths Methods 1 and 2; OR VCE Further Mathematics 1 and 2	VCE Maths Methods 1 and 2; OR VCE Further Mathematics 1 and 2

## Sample Mathematics Pathway 2: Student with a Vocational (trade) passion and pathway

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Maths for Life 1 and 2	VCE Foundation Maths 1 and 2; OR VCE Further Maths 1 and 2	VCE Further Maths 1 and 2

## Sample Mathematics Pathway 3: Student with a passion for Mathematics, considering a career in a Maths-related field such as Engineering

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
VCE Maths Methods 1 and 2	VCE Maths Methods 3 and 4; AND VCE Specialist Maths 1 and 2	VCE Specialist Maths 3 and 4

## Future Mathematics 10.1 and 10.2

### Course description

This two-part course follows the Level 10 Victorian Mathematics Curriculum. It will offer students a glimpse at how mathematics fuels engineering by honing in on core algebraic techniques, functions, graphs, and solving equations. They will encounter the power of compound interest and consider how it will impact their financial lives. A range of new data displays will be introduced, preparing students to be data-driven in their future endeavours. This course is the perfect next-step into the deeper world of mathematics.

### Key learning opportunities and assessment

Problem-solving tasks	Real-world modelling exercises	Quizzes and tests
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### Consider this if you:

- Have an interest in pursuing mathematics, or a related field (including engineering, commerce/finance, science or technology) in VCE and beyond school
- Would like to study Mathematics in VCE; AND
- You achieved Essential Standard (or higher) in Year 9 Mathematics

### Pathways – at PHS and beyond

Further Mathematics (VCE)	Mathematical Methods (VCE)
Specialist Mathematics (VCE – must be studied alongside Maths Methods)	
Science, Engineering, Commerce, Digital technologies and related university degrees	

## Maths for Life 10.1 and 10.2

### Course description

Maths for Life is a two-part highlights package of the Victorian Mathematics Curriculum, encompassing a range of content from Levels 6.0 – 10.0. Numbers matter to our lives each and every day and this course will ensure students are equipped to apply them in the world to make sensible decisions, design and build with precision and use data to improve their work. Maths for Life is all about mastering the fundamentals so that students can maximise their opportunities in VCE and beyond.

### Key learning opportunities and assessment

Learning in and with the community	Project based learning
Problem-solving tasks	Quizzes and tests

### Consider this if you:

- Live in a world filled with numbers (that's all of us!)
- Are considering Further Maths or a Vocational Pathway in VCE
- Achieved emerging or essential level in Year 9 Maths

### Pathways – at PHS and beyond

Further Mathematics (VCE)	Mathematical Methods (VCE – bridging course advised)
Specialist Mathematics (VCE – bridging course advised)	Business and related degrees/courses, apprenticeships



## VCE Maths Methods (Units 1-4)

### Course description

Mathematical Methods is a demanding mathematical course that focuses on a range of complex and technical mathematical processes. Topics studied include Algebra, Calculus, Probability and Statistics, and their applications in a variety of practical and theoretical contexts.

### Units available

Each unit 1-4 builds on aspects of the topics studied. Students are advised to choose a Mathematics pathway for the year (1-2 and then 3-4). Please see the Mathematics Pathways information provided for more detail on the options students have for progression from Year 10-12 in Mathematics.

### Key learning opportunities and assessment

Modelling tasks

Problem-Solving tasks

Mathematical Investigations

Tests

### Consider this if you:

- Enjoy solving and applying mathematical problems
- Are considering a university pathway that requires Maths Methods or a career that involves the use of mathematical problem solving techniques; AND
- You Achieved Essential Standard in Future Maths 10.1 and 10.2; OR
- Achieved Enrichment/Extension Standard in Year 9 Mathematics or Maths for Life 10.0

### Pathways – at PHS and beyond

Maths Methods is a prerequisite for a wide range of university courses – including courses in engineering, science, mathematics, commerce and finance, information technology and algorithmics, software development and medical sciences.

Students interested in these pathways should carefully read the VTAC course information and discuss their maths program with their Pathways Counsellor.

[Read the VCAA Study Design for Maths Methods](#)

## VCE Further Mathematics (Units 1-4) *(Units 3-4 available in 2024)*

### Course description

General Mathematics provides for different combinations of student interests and preparation for further study in a wide range of pathways, and to support understanding and application in a broad range of careers. It is a general course that underpins the development of critical numeracy skills that are appropriate for all learners.

The areas of study for Further Mathematics Units 1 and 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. In Further Mathematics Units 3 and 4 there is a major focus on 'Data Analysis' and on 'Financial Modelling', as well as further study that builds on topics studied in Unit 1 and 2.

### Units available

Each unit 1-4 builds on aspects of the topics studied. Students are advised to choose a Mathematics pathway for the year (1-2 and then 3-4). Please see the Mathematics Pathways information provided for more detail on the options students have for progression from Year 10-12 in Mathematics.

### Key learning opportunities and assessment

Application Tasks

Modelling or Problem-Solving tasks

Tests

### Consider this if you:

- Generally enjoy studying a broad range of mathematics topics that will be useful in a wide range of pathways and careers
- Would like to pursue a university pathway that requires Further Mathematics such as accounting/business, nursing and health or education; AND
- You achieved Essential Standard (or higher) in any Year 10 Maths subject; OR
- Achieved Extension Standard in Year 9 Maths

### Pathways – at PHS and beyond

Further Mathematics is a prerequisite for a wide range of university courses, including Business/Accounting, Education, Nursing and Health, Science and Information Technology

Students interested in these pathways should carefully read the VTAC course information and discuss their maths program with their Pathways Counsellor.

[Read the VCAA Study Design for Further Mathematics](#)



## VCE Specialist Mathematics (Units 1-4) *(Units 3-4 available in 2024)*

### Course description

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. In units 3 and 4, the areas of study are 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'

### Units available

Each unit 1-4 builds on aspects of the topics studied. Students are advised to choose a Mathematics pathway for the year (1-2 and then 3-4). Please see the Mathematics Pathways information provided for more detail on the options students have for progression from Year 10-12 in Mathematics.

### Key learning opportunities and assessment

Major Application task

Modelling or problem solving tasks

Tests and analysis tasks

### Consider this if you:

- You have a deep passion for mathematics, and enjoy challenging yourself and solving problems
- You wish to study mathematics or physics at university; AND;
- You have completed Future Mathematics and achieved enrichment or extension level; OR
- You have already completed Maths Methods 1-2 and wish to challenge yourself and expand your Maths studies further

### Pathways – at PHS and beyond

Specialist Mathematics must always be studied alongside Maths Methods. Both of these subjects are prerequisites for a range of university courses – including courses in engineering, science, mathematics, commerce and finance, information technology and algorithmics, software development and medical sciences.

Students interested in these pathways should carefully read the VTAC course information and discuss their maths program with their Pathways Counsellor.

[Read the VCAA Study Design for Specialist Mathematics](#)

# ENGLISH PATHWAYS

English is a compulsory and essential learning area that underpins the development of critical literacy skills. It is a foundational subject that also supports learning in a range of higher education programs. Strong reading, writing, speaking and listening skills are vital for success in life, the workplace and other post-school pathways.

Senior School students at PHS are therefore required to choose a minimum of two units of English in each year. The two units chosen will usually come from the same subject/stream and are usually studied as a sequence across the year, but students do have some flexibility to mix and match and can choose more than two units if they wish.

Students MUST complete THREE units of VCE English, including a 3-4 sequence (from any subject) in order to obtain a VCE Certificate.

## Summary of English Subjects

10.0 Units	VCE Units 1 and 2 (Usually selected as a sequence)	VCE Units 3 and 4 (Must be taken as a sequence)
English 10.1: Issues and Argument English 10.2: Texts and Ideas	VCE Literature VCE English (from 2023)	VCE Literature (from 2023) VCE English 3-4 (from 2024) VCE English Language (from 2024)

\* VCE Foundation English is a Vocational/Workplace literacy subject. An equivalent/alternative course is likely to be introduced from 2023 and PHS is committed to offering this program once it is available.

### Sample English Pathway 1: Student with a general/broad interest across the curriculum

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
English 10A: Issues and Argument English 10B: Texts and Ideas	VCE English 1 and 2; OR VCE English Language 1 and 2; OR VCE Literature 1 and 2	VCE English 1 and 2; OR VCE English Language 1 and 2; OR VCE Literature 1 and 2

### Sample English Pathway 2: Student with a VCE Vocational Major passion and pathway

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
English 10A: Issues and Argument English 10B: Texts and Ideas	VCE English 1* VCE English 2*	<i>Literacy Unit 3 and 4 (2024)</i>

### Sample English Pathway 3: Student with a passion for literature and working at Extension Level

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
VCE Literature Unit 1 VCE Literature Unit 2	VCE Literature 3 and 4 VCE English 1 and 2; OR VCE English Language 1 and 2	VCE English 3 and 4; OR VCE English Language 3 and 4

## English 10.1: Issues and Argument

### Course description

In this course, students learn about persuasive texts. They read and analyse a range of texts relating to current issues in society and consider the way that these issues are represented in the media. Students examine different types of print and digital media and evaluate the way that arguments are constructed. They create their own persuasive texts and learn to express their opinion using a range of persuasive techniques, in both written and spoken format.

### Key learning opportunities and assessment

Folio – Analysis of media articles

Written persuasive article – expressing a point of view on a current issue

Speech – presenting an argument verbally on a current issue

### Consider this if you:

- Enjoyed the Year 9 English - Journalism and Year 8 English media studies units
- Achieved Emerging - Essential standard (or higher) in Year 9 English

### Pathways – at PHS and beyond

VCE English/EAL

VCE English Language

VCE Foundation English

VCE English (or English Language/Literature) Units 3-4 is a prerequisite for a large number of university courses.

## English 10.2: Texts and Ideas

### Course description

In Texts and Ideas, students study a range of literary texts, including novels, short stories, poetry and plays. They analyse and compare the way that texts represent people, cultures, places, events and evaluate the ethical and moral positions that texts create. Students create a variety of responses that highlight their own perspectives on key ideas, including through analytical and comparative essays and through creative writing.

### Key learning opportunities and assessment

Folio of Creative Writing - poetry and narrative writing in response to key themes and ideas

Analytical Essay

Comparative Essay

### Consider this if you:

- Enjoyed studying and creating novels, poetry, short stories and plays in English classes
- Achieved Emerging - Essential standard (or higher) in Year 9 English

### Pathways – at PHS and beyond

VCE English/EAL

VCE Foundation English

VCE Literature

VCE English (or English Language/Literature) Units 3-4 is a prerequisite for a large number of university courses

## VCE English (Units 1-4) *(Units 3-4 available in 2024)*

### Course description

The study of English helps develop literate students who are capable of critical and creative thinking, aesthetic appreciation and creativity. English also helps students develop their ability to create, interpret, and analyse narrative, persuasive and media texts. Through engagement with different types of texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English aims to equip students for participation in a democratic society and the global community.

### Units available

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Students can study Units 1 and 2 independently. Units 3 and 4 must be studied as a sequence.

### Key learning opportunities and assessment

Read and analyse a variety of texts (including a novel and a film)

Analytical and Comparative Essay writing

Writing Folio: including creative, informative and persuasive writing pieces

Presentation: Issues and Argument

### Consider this if you:

- Would like to build your language skills through a balanced course that includes a wide variety of different types of reading and writing
- Achieved a satisfactory result in English 10A and 10B or;
- Completed any two other units from the Senior School English Program (including 10.0 and VCE units) and have discussed your choice with your Pathways Counsellor

### Pathways – at PHS and beyond

VCE English (or English Language/Literature) Units 3-4 is a prerequisite for a large number of university courses.

[Read the VCAA Study Design for English/EAL](#)

## VCE Literature (Units 1-4)

### Course description

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function. Students consider the complexity and meaning of a text, and how that is developed in a literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic beauty of literature.

VCE Literature also encourages students to think about the historical and cultural contexts within which both readers and texts are created and exist. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate 'how' we read as well as 'what' we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

### Units available

Unit 1: Approaches to literature

Unit 2: Context and connections

Unit 3: Form and transformation

Unit 4: Interpreting texts

### Key learning opportunities and assessment

Read and analyse a variety of texts (including novels, poetry, plays and film)

Writing Folio: Poetry and Narrative writing

Analytical and Comparative Essay writing

### Consider this if you:

- Are passionate about reading, interpreting and analysing great books, poetry and plays, and thinking about how they are created, and how they influence society;
- Have completed the Year 9 Literature Specialisation OR English 10b: Texts and Ideas; OR
- You achieved 'Enrichment' level or higher in Year 9 English and wish to challenge yourself further

### Pathways – at PHS and beyond

VCE English (or English Language/Literature) Units 3-4 is a prerequisite for a large number of university courses.

[Read the VCAA study design for Literature](#)

# HUMANITIES PATHWAYS

In the Senior School, the humanities is a broad area of learning that incorporates a wide variety of disciplines – history, geography, economics and commerce, civics and citizenship, as well associated fields including philosophy, political science and sociology. Studies in the humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment and with other people, cultures and groups.

Students in the Senior School at PHS are required to study the unit Modern History 10.0: Genocide and Conflict as part of their three year program. Most students will study this unit in Year 10. This unit provides students with a foundational understanding of 20th Century History, as well as basic historical, research and conceptual skills to support further learning in the humanities.

There are no other requirements for study in the Humanities – but students are encouraged to consider their areas of passion and interest, and to choose a broad range of subjects that complement their learning elsewhere.

Humanities subjects are only considered pre-requisites for a small range of university courses. However, studying Humanities subjects in Year 11 and 12 provides a considerable base of research, analytical and investigative skills that will help students in a wide variety of future pathways. Humanities study is particularly recommended particularly for students who wish to undertake higher learning in disciplines such as Arts, Economics, Politics, Education, Global Studies, Business and Accounting, Law, Media, and Urban Planning/Geography.

## Summary of Humanities Subjects

10.0 Units	VCE Units 1 and 2 (Usually selected as a sequence)	VCE Units 3 and 4 (Must be taken as a sequence)
Modern History: Genocide and Conflict Money Matters: Everyday Finance Society, Beliefs and Ideologies Digital Democracy and Citizenship Introduction to Extended Investigation	History (from 2022) Business Management (from 2022) Economics (from 2023) Politics (from 2023) Sociology	History (from 2023) Business Management (from 2023) Economics (from 2024) Politics (from 2023) Extended Investigation (from 2023/2024) Sociology

\*subjects offered from 2023 may vary depending on student interest and preference. There are a broad range of alternatives and the final subjects offered will be determined during 2022 through student input.

### Sample Humanities Pathway 1: Student with an interest in Commerce and Economics

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Modern History: Genocide and Conflict Money Matters: Everyday Finance VCE Business Management 1 and 2	Business Management 3 and 4 Economics 1 and 2 Maths Methods 1 and 2	Economics 3 and 4 Maths Methods 3 and 4

### Sample Humanities Pathway 2: Student with an interest in history and politics

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Modern History: Genocide and Conflict Societies, Beliefs and Ideologies Digital Democracy and Citizenship	History 1 and 2 Politics 1 and 2	History 3 and 4 Politics 3 and 4

## Modern History: Genocide and Conflict

### Course description

Modern History: Genocide and Conflict focuses on the Holocaust and Australia's involvement in World War Two. The Holocaust study is taught from the Jewish perspective and experience, with a heavy emphasis on first person accounts and survivor testimonies.

The unit on World War Two examines Australian life on the home front, including the experiences of women. The Pacific Theatre will be explored as a case study and look at Kokoda and the experiences of Australian prisoners of war. Life after World War Two will be analysed, including the role of the United Nations and its influence on modern conflicts.

### Key learning opportunities and assessment

Students will be provided opportunities to visit the Jewish Holocaust Centre, the Shrine of Remembrance and to complete an independent research project.

### Consider this if you:

- Want to learn more about modern history and the holocaust
- Are interested in further studies in history, politics and sociology
- Have previously enjoyed studying history

### Pathways – at PHS and beyond

This subject provides a direct foundation for further studies in history, including VCE History Units 1-4.

## Money Matters: Everyday Finance

### Course description

This subject gives students a grounding in the ideas and concepts of Economics and Law in preparation for further study. Students will also develop consumer and financial literacy skills to prepare them for the world of work, and life beyond the school walls. The course is broken down into three sections: Economics, Law, and Financial Literacy.

In the Economics units, students will investigate indicators of economic performance, including employment rates, inflation, economic growth and progress. In addition, students will investigate global economics, including international trade, ethics, sustainability and globalisation.

In Financial Literacy units, students will learn how to plan, organise and manage their money, savings and investments so as to financially prosper and avoid economic and financial hardship.

### Key learning opportunities and assessment

Variety of practical and applied tasks relating to money and finance

Analytical task relating to the Australian economy

Legal Studies – folio of case studies

### Consider this if you:

Would like to learn more about how to manage your money and your legal rights

Have an interest in a pathway related to finance, business or the law

## Societies, Beliefs and Ideologies 10.0

### Course description

Societies, Beliefs and Ideologies is a sociology-based subject that examines how societies evolved as a human phenomenon, and the relationship between individuals and society. From this, students then examine the role that beliefs and religious ideologies play in the construction of individual and group identities within and across societies. They learn about dominant religious beliefs around the world today, compare traditions and customs and consider the way that different belief systems impact the way that people see the world.

### Key learning opportunities and assessment

Personal study of identity through life stages, using qualitative and quantitative data.  
Immigration Museum visit – Identity and Culture  
Visits to churches, synagogues and mosques and /or guest speakers from different belief system  
Complete a variety of research and analytical projects and tasks

### Consider this if you:

- Have an interest or passion in learning more about people, society and religion
- Are considering further studies in the humanities (particularly in politics, sociology or history)

### Pathways – at PHS and beyond

This is a humanities unit that provides a broad range of critical and analytical skills useful in any VCE or University humanities program – particularly in the areas of politics, sociology and history.

## Digital Democracy and Citizenship 10.0

### Course description

Digital Democracy and Citizenship explores what it means to be a citizen in Australia in the 21st century. It introduces students to key aspects of the legal system and political process, including the role of different levels of government and the democratic process, as well as the core principles and beliefs of different political parties and organisations that influence that process in Australia. Students then learn about their rights, responsibilities and obligations as young adults, and the rules and processes that underpin the Australian legal system. They learn how laws are created and the role of police, courts and other bodies in enforcing the law.

Finally, the subject then also looks at how democracy and the law is changing, using case studies to analyse the impact of mass media, new technology, and people power in influencing democracy and the way that they can act as citizens to promote rights and initiate change.

### Key learning opportunities and assessment

Analysis task and investigation into democracy in the 21st century  
Case studies – rights and the law  
Practical application: rights, legal responsibilities and students

### Consider this if you:

- Would like to learn more about our political and legal system, and how it affects your life
- Are interested in careers and pathways in the legal system or in politics

### Pathways – at PHS and beyond

This is a humanities unit that provides a broad range of critical and analytical skills useful in any VCE or University humanities program – particularly in the areas of legal studies, politics or geography.

## Introduction to Extended Investigation 10.0

### Course description

Introduction to Extended Investigation provides students with an opportunity to complete an independent research project in an area of their choice. Students will learn about developing effective research questions, and the variety of research methods that they can use including literature reviews and quantitative and qualitative data gathering. Students will also develop their skills in project management, and learn how to present and communicate their research effectively.

### Key learning opportunities and assessment

Major independent research project in an area of interest  
Conduct independent research using a variety of methods  
Present and communicate project findings to an authentic audience

### Consider this if you:

- Are interested in developing high level research skills and pursuing a project or learning area in depth, investigating your own topic of interest
- Are considering VCE Extended Investigation as a subject in the future
- Are interested in studying at university and want to improve your general academic skills

### Pathways – at PHS and beyond

This course is designed to provide a stepping stone towards study in VCE Extended Investigation. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

## VCE Business Management Units 1-4

### Course description

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows 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. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

### Units available

Unit 1: Planning a business  
Unit 2: Establishing a business  
Unit 3: Managing a business  
Unit 4: Transforming a business

### Key learning opportunities and assessment

Projects and investigations  
Case Studies and analysis tasks  
Guest Speakers and connection with local small and medium enterprises

### Consider this if you:

- Are interested in learning about the world of business, and developing skills to operate or manage a business in the future
- Are considering post-school pathways in business or commerce.

### Pathways – at PHS and beyond

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management. [Read the VCAA study design for Business Management](#)

## VCE History Units 1-4 *(Units 3-4 available in 2024)*

### Course description

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

### Units available

There are a range of different VCE History courses available. In 2022 we will offer 20th Century History Units 1-2. In this course, students study significant events, ideologies and individuals and how they contributed to political and economic change during the 20th century. An in-depth study on the Cold War is also included. The Unit 3-4 History available from 2023 will be decided in consultation with students at the school.

### Key learning opportunities and assessment

Students will be given the opportunity to visit archives and undertake an independent research project. Throughout the term they will complete a film study, historical essay and an evaluation of historical sources.

### Consider this if you:

- Have a passion for learning about historical concepts, events, people and changes
- Would consider a career or pathway in an area associated with the humanities or History AND
- You achieved Essential Standard in Modern History 10.0: Genocide and Change; OR
- You have achieved Extension Standard in your humanities studies in Year 9

### Pathways – at PHS and beyond

The study of VCE History provides a strong foundation for further studies in History or the Arts/Humanities beyond school. The research and analytical skills developed in this subject provide a strong foundation for University and other research pathways across all disciplines and areas. [Read the VCAA study design for History](#)

## VCE Economics Units 1-4 *(Units 3-4 available in 2024)*

### Course description

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

### Units available

Unit 1: The behaviour of consumers and businesses  
Unit 2: Contemporary economic issues  
Unit 3: Australia's economic prosperity  
Unit 4: Managing the economy

### Key learning opportunities and assessment

Case studies and practical investigations  
Research and analytical tasks  
Modelling and problem solving

### Consider this if you:

- Have a passion for understanding the world of economics and want to know more about why and how individuals and businesses behave
- Are interested in a pathway in business, finance, accounting or commerce after school AND;
- You achieved Essential Standard in at least one Humanities subject in Year 10; OR
- You achieved Enrichment/Extension Standard in either IMPACT9 Projects and you have discussed this choice with your Pathways Counsellor

### Pathways – at PHS and beyond

Economics prepares students with analytical and problem-solving skills used to support learning in any university or TAFE course. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy. [Read the VCAA study design for Economics](#)

## VCE Australian and Global Politics Units 1-4 *(Units 3-4 available in 2024)*

### Course description

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events. Units 1 and 2 focus on Ideas, Actors and Power, and on Global Connections. There are two streams for Units 3 and 4 (Australian Politics and Global Politics) – the stream undertaken at PHS will be decided in consultation with students.

### Units available

Unit 1: Ideas, actors and power  
Unit 2: Global connections  
Units 3 and 4: Australian Politics; OR  
Units 3 and 4: Global Politics

### Key learning opportunities and assessment

Learning tasks in Australian and Global Politics can include: research tasks, a folio of exercises, structured questions, classroom presentations and debates, role-plays, reports and investigations and case studies.

### Consider this if you:

- Have a passion for learning about the world of politics, international relations and global issues
- Wish to consider a career or pathway post school that relates to politics or international relations AND
- You achieved Essential Standard in at least ONE Humanities subject in Year 10; OR
- You achieved Enrichment/Extension Standard in IMPACT9 Projects and have discussed this choice with your Pathways Counsellor

### Pathways – at PHS and beyond

Australian and Global politics prepares students with skills used to support learning in any university or TAFE course. It also leads to opportunities in a range of careers, including academia, management and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, education, law, research and politics. [Read the VCAA study design for Australian and Global Politics](#)

## VCE Sociology Units 1-4 *(Units 3-4 available in 2024)*

### Course description

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

### Units available

Unit 1: Youth and Family  
Unit 2: Social norms: Breaking the code  
Unit 3: Culture and ethnicity (2024)  
Unit 4: Community social movements and social change (2024)

### Key learning opportunities and assessment

Learning and assessment tasks may include; Essays, Written Reports, Film Analyses, Multimedia Presentations, Research Reports and Visual Representations.

### Consider this if you:

- Have an interest in cultural diversity.
- Want to better understand human behaviour and social structures.
- Have achieved Enrichment/Extension Standard in IMPACT9 Projects and you have discussed with your Pathways Counsellor.

### Pathways – at PHS and beyond

The study of VCE Sociology can lead to tertiary pathways related to work with social groups and social processes, such as in culture resource management and community development, or work with minority and ethnic groups. It can lead to work in fields that address issues such as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care. The study of VCE Sociology helps develop skills involved in social research, including: developing surveys, collecting data, and conducting interviews and fieldwork, including the analysis, interpretation and presentation of the information collected. [Read the Study Design for VCE Sociology](#)

# SCIENCE PATHWAYS

Science is a critical discipline that helps us to answer interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Students in the Senior School at PHS are required to choose at least ONE UNIT of science in Year 10 but many will choose to study more and there is no restriction on the number of science subjects that can be chosen. There is no requirement to choose science in Year 11 and 12, but all students are encouraged to think about the benefits of studying science and to follow their passions in this learning area.

Science subjects are prerequisites for a broad range of university courses including: Science, Engineering, Medicine, Physiotherapy, Health and Pharmaceutical studies. Science studies are also beneficial in supporting higher learning and recommended for students considering other programs, such as education, nursing and midwifery, environmental studies, software engineering/computer science and many more.

## Summary of Science Subjects

10.0 Units	VCE Units 1 and 2 (Usually selected as a sequence)	VCE Units 3 and 4 (Must be taken as a sequence)
Biomedical Science Physical and Chemical Science Street Science	Biology (from 2022) Psychology (from 2022) Physics (from 2023) Chemistry (from 2023)	Biology (from 2023) Psychology (from 2023) Physics (from 2024) Chemistry (from 2024)

### Sample Science Pathway 1: Student with an interest in health, physiotherapy and medical science pathways

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Physical and Chemical Science (1 unit) VCE Biology 1 and 2	VCE Biology 3 and 4 VCE Chemistry 1 and 2 VCE Psychology 1 and 2	VCE Chemistry 3 and 4 VCE Psychology 3 and 4

### Sample Science Pathway 2: Student with an interest in engineering, construction or technology pathways

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Physical and Chemical Science (1 unit) Biomedical Science (1 unit)	VCE Physics 1 and 2 VCE Chemistry 1 and 2	VCE Physics 3 and 4 VCE Chemistry 3 and 4

### Sample Science Pathway 3: Student with a broad/general interest (education, environmental science, etc) pathways

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Physical and Chemical Science (1 unit) Biomedical Science (1 unit)	Any VCE Science 1 and 2	Any VCE Science 3 and 4

## Physical and Chemical Science 10.1

### Course description

From the smallest atoms to the largest galaxies, our universe is governed by scientific laws and rules. In this unit students will investigate these laws that explain what we observe in the world around us.

Students will examine and explain chemical reactions that are fundamental to their world: including how atoms and molecules can be rearranged to produce fuel, food or lifesaving medicine.

Students will also investigate the laws that explain how objects move, from a train powered by magnets, to the next SpaceX rocket.

### Key learning opportunities and assessment

Student achievement in this subject will be measured through the completion of a range of tasks including individual assignments, self-directed learning, peer-peer learning, teaching and written assignments. Students will be expected to complete scientific report writing.

### Consider this if you:

- Have a passion for understanding the scientific concepts that explain the world around us
- Wish to study VCE Physics or Chemistry in subsequent years;
- You are interested in pathways in science or engineering beyond school AND
- You achieved Essential Standard in the science areas of IMPACT9 Projects and/or Year 9 Science Specialisations

### Pathways – at PHS and beyond

This subject is recommended for all students studying VCE Physics, Chemistry and Environmental Science. Physical and Chemical Sciences are also important prerequisites for a wide range of university courses, including in Science, Medicine and Health, Engineering and Construction.

Students interested in these pathways should carefully read the VTAC course information and discuss their Science and Maths program with their Pathways Counsellor.

## Biomedical Science 10.1

### Course description

In this course students will cover a wide range of different fields including: anatomy, physiology, respiratory and heart disease, diabetes, microbiology and immune system, vaccines, plagues of human kind, eradication of diseases and biomedical advances.

Students will also learn about public health issues and consider how we can do better for humanity and work towards solutions in human health.

### Key learning opportunities and assessment

Student achievement in this elective will be measured through the completion of a range of tasks including individual assignments, self-directed learning, peer-peer learning and teaching and written assignments. Students will be expected to complete scientific report writing.

### Consider this if you:

- Have a passion for understanding the science of the human body
- Wish to study VCE Biology, Psychology or Physical Education in future years
- Are interested in pathways in science, medicine and health, physiotherapy or nursing in the future AND
- Achieved Essential Standard in science areas of IMPACT9 Projects and/or Science Specialisations

### Pathways – at PHS and beyond

This subject is recommended for students who wish to study VCE Biology, Psychology or Physical Education (if they did not study those programs in Year 10).

VCE studies in the biological sciences are a prerequisite for some university courses in the health and medical sciences. They are also useful background knowledge for a broad range of science, technology and health courses.

Students interested in these pathways should carefully read the VTAC course information and discuss their Science program with their Pathways Counsellor.

## Street Science 10.1

### Course description

In this course students will have the opportunity to get a taste of the different fields of science, including: Biology, Chemistry, Physics and Psychology. Students will choose their own focus questions and content, negotiated between the teacher and student. This will allow students to explore scientific concepts through laboratory work, research, discussion and collaboration with peers.

Students may choose a question such as: "Does breakfast cereal have real iron in it?", "Does sugar make kids hyper?" "Does soft drink rot your teeth?", "Can a lack of sleep affect your memory?", "Is climate change real?" and "Do you need a camera to take a picture?"

### Key learning opportunities and assessment

Student achievement in this elective will be measured through the completion of a range of tasks including individual assignments, self-directed learning, peer-peer learning and teaching and written assignments. Students will be expected to complete scientific report writing.

### Consider this if you:

- Are interested in a more general, practical and 'real-world' science subject and the content of this subject appeals to you
- Are considering a vocational pathway; AND
- Achieved Emerging or Essential level in IMPACT9 Projects and did not study a Year 9 Science Specialisation

### Pathways – at PHS and beyond

This subject provides a general foundation and understanding of all areas of science. Street Science could provide a suitable entry point for VCE Psychology or Environmental Science. Students who wish to study other VCE Science courses (Biology, Chemistry, Physics) should discuss this with their Pathways Counsellor and consider also studying an additional 10.0 Science program.

VCE Studies in Science are a prerequisite for a range of university courses and programs in the science, health and engineering areas. Students interested in these pathways should carefully read the VTAC course information and discuss their Science program with their Pathways Counsellor.

## VCE Physics Units 1-4 *(Units 3-4 available in 2024)*

### Course description

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

### Units available

Unit 1: What ideas explain the physical world?

Unit 2: What do experiments reveal about the physical world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How can two contradictory models explain both light and matter?

### Key learning opportunities and assessment

Important types of learning task in Physics include:

- Student-directed inquiry projects and investigations
- Experiments and testing of hypotheses
- Data analysis and practical reports
- A mix of tests, analysis tasks and structured reports

### Consider this if you:

- Are interested in learning about the physical science and properties of physics in the world
- You are interested in a career or pathway that relates to Physics AND
- Achieved 'Essential' Standard for 'Physical and Chemical Sciences 10.0'; OR
- Achieved Extension Standard for ANY OTHER Science in Year 10

### Pathways – at PHS and beyond

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers.

Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Students interested in these pathways should carefully read the VTAC course information and discuss their Science program with their Pathways Counsellor. [Read the VCAA Study Design for Physics.](#)

## VCE Chemistry Units 1-4 *(Units 3-4 available in 2024)*

### Course description

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

### Units available

Unit 1: How can the diversity of materials be explained?

Unit 2: What makes water such a unique chemical?

Unit 3: How can chemical processes be designed to optimise efficiency?

Unit 4: How are organic compounds categorised, analysed and used?

### Key learning opportunities and assessment

Important types of learning task in chemistry include:

- Student-directed inquiry projects and investigations
- Experiments and testing of hypotheses
- Data analysis and practical reports
- A mix of tests, analysis tasks and structured reports

### Consider this if you:

Are interested in learning about chemistry and chemical processes

You are interested in a career or pathway that relates to Chemistry AND

Achieved 'Essential' Standard for 'Physical and Chemical Sciences 10.0'; OR

Achieved Extension Standard for ANY OTHER Science in Year 10

### Pathways – at PHS and beyond

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers.

Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Students interested in these pathways should carefully read the VTAC course information and discuss their Science program with their Pathways Counsellor. [Read the VCAA Study Design for VCE Chemistry](#)

## VCE Biology Units 1-4

### Course description

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin.

The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

### Units available

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

Unit 4: How does life change and respond to challenges over time?

### Key learning opportunities and assessment

Important types of learning task in Physics include:

- Student-directed inquiry projects and investigations
- Experiments and testing of hypotheses
- Data analysis and practical reports
- A mix of tests, analysis tasks and structured reports

### Consider this if you:

- Are interested in learning about the biology, the diversity of life and the relationships between organisms; OR
- You are interested in a career or pathway that relates to Biology
- Achieved 'Essential' Standard for 'Biomedical Science' 10.0; OR
- Achieved Extension Standard for either a Year 9 Science Specialisation OR any other Year 10 Science course

### Pathways – at PHS and beyond

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

Students interested in these pathways should carefully read the VTAC course information and discuss their Science program with their Pathways Counsellor. [Read the VCAA study design for VCE Biology](#)

## VCE Psychology Units 1-4

### Course description

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, 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.

### Units available

Unit 1: How are behaviour and mental processes shaped?

Unit 2: How do external factors influence behaviour and mental processes?

Unit 3: How does experience affect behaviour and mental processes?

Unit 4: How is wellbeing developed and maintained?

### Key learning opportunities and assessment

Important types of learning task in Psychology include:

- Student-directed inquiry projects and investigations
- Experiments and testing of hypotheses
- Data analysis and practical reports
- A mix of tests, analysis tasks and structured reports

### Consider this if you:

- Are interested in learning about Psychology; including the brain and human behaviour
- Are interested in a career or pathway that relates to psychology; AND
- You achieved 'Essential' Standard for any Year 10 Science Course; OR
- Achieved Extension Standard for any Year 9 Science Specialisation

### Pathways – at PHS and beyond

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Students interested in these pathways should carefully read the VTAC course information and discuss their Science program with their Pathways Counsellor. [Read the VCAA study design for VCE Psychology](#)

# HEALTH & PHYSICAL EDUCATION PATHWAYS

**Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an active and practical curriculum that is contemporary, relevant, challenging, enjoyable and that promotes physical and mental health.**

At PHS, all students in Year 10 will participate in our Fitness for Life Program and will choose ONE option each term. Students are also expected to participate in at least ONE interschool sports team each semester and will participate in a range of physical education programs at school (such as the whole school athletics and swimming carnivals).

Students across the Senior School are also able to choose additional study from the VCE Health and Physical Education subjects offered. The subjects offered at PHS provide a more focused and in-depth study and students with a passion and interest are encouraged to challenge themselves and consider these options. Health and Physical Education pathways post-school are diverse and represent a rapidly growing field, including opportunities in physiotherapy, psychology, public health, exercise science, nutrition, nursing and more. Students interested in these pathways are encouraged to discuss the pathways and options available with their Pathways Counsellors.

## Summary of Physical Education Subjects

### Year 10: Fitness for Life Program

<b>Albert Park Fitness</b>	<b>Beach Sports</b>	<b>Stay Local</b>	<b>Let's get physical</b>	<b>Support@PHS</b>
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\*All students must choose ONE OPTION from the list above in each term. Some options can be repeated. You will make these selections with your Physical Education teacher in Term 4 of 2021.

In addition to the Fitness for Life program, students may choose to study the following as part of their 3-Year VCE Program:

<b>10.0 Units</b>	<b>VCE Units 1 and 2</b> (Usually selected as a sequence)	<b>VCE Units 3 and 4</b> (Must be taken as a sequence)
	Physical Education (2022) Health and Human Development (2022)	Physical Education (2023) Health and Human Development (2023)

### Sample HPE Pathway 2: Student with an interest in Public Health, Exercise Science/Physiotherapy

<b>Year 10 Choices:</b>	<b>Year 11 Choices:</b>	<b>Year 12 Choices:</b>
VCE Health and Human Development 1-2 Choice of Year 10 Fitness for Life	Health and Human Development 3-4 VCE Physical Education 1-2	VCE Physical Education 3-4



## Year 10 Fitness for Life – Stream Descriptions

**\*All Students must choose ONE option per term. This choice will be made with your PE Teacher.**

### Albert Park Fitness – Runs all Year

This stream will focus largely on sports and fitness held at Albert Park. There will be a variety of options included in this stream such as swimming, athletics, rowing, sailing, golf, table tennis, futsal and more included. Students will be required to meet there and return to PHS at the conclusion of the session.

### Beach Sports – Runs Terms 1 and 4

This stream will be based at the beach and will include activities such as beach volleyball, soccer, handball, SUP, beach games and activities. Students will be required to meet there and return to PHS at the conclusion of the session.

### Stay Local – Runs all Year

This stream will focus on utilising the fantastic local facilities within our local area. We will be accessing the recreational and business facilities such as gyms, pilates, yoga, lawn bowls, Windsor Siding and more.

### Let's get physical – Runs all Year

This stream will focus on recreational activities within our local area. The focus will largely be on rock climbing, martial arts, gymnastics, trampolining and other alternative recreational activities. Students will be required to meet there and return to PHS at the conclusion of the session.

### Sport@PHS – Runs all Year

This stream is your traditional Physical Education stream focusing on sports such as basketball, netball, futsal, handball. This stream will predominately be at school and at Orrong Park/Victorian School of the Deaf oval.

## VCE Physical Education Units 1-4

### Course description

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

### Units available

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

### Key learning opportunities and assessment

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

### Consider this if you:

- Have a passion and interest in Physical Education and would like to learn more about human movement and physical activity
- Are considering a pathway in sports or exercise science beyond school

### Pathways – at PHS and beyond

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

The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Students interested in these pathways should carefully read the VTAC course information and discuss their Physical Education program with their Pathways Counsellor. [Read the VCAA study design for Physical Education](#)

## VCE Health and Human Development Units 1-4 *(Units 3-4 available in 2024)*

### Course description

Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students also consider Australian and global contexts as they investigate variations in health status between populations and nations.

### Units available

Unit 1: Understanding Health and wellbeing

Unit 2: Managing Health and Development

Unit 3: Australia's Health in a Globalised World

Unit 4: Health and Human Development in a Global Context

### Key learning opportunities and assessment

Learning Tasks in Health and Human development are varied and will include a mix of reports, case studies, media analyses, visual presentations, analysis tasks and oral presentations.

### Consider this if you:

- Have a passion for learning about health and health promotion – both as an individual, and around the world
- Are considering pathways in health sciences, health promotion or public health beyond school

### Pathways – at PHS and beyond

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession. Students interested in these pathways should carefully read the VTAC course information and discuss their Physical Education program with their Pathways Counsellor. [Read the study design for VCE Health and Human Development](#)

# VISUAL & PERFORMING ARTS PATHWAYS

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society.

At Prahran High School, there is no minimum requirement in these learning areas, but we encourage all students to consider studying one or more subjects from the Visual and Performing Arts as part of a balanced learning program.

Active participation in the arts – as artists, producers, choreographers, directors, and in countless other roles promotes wellbeing and social inclusion. Learning in and through the arts enhances students’ knowledge and understanding of diverse cultures, times and locations and develops their personal, social and cultural identity. It helps students become focused, innovative and resourceful, and provides opportunities to collaborate and take on responsibilities in performances, productions and showcases.

The Arts provide skills and knowledge that underpin a wide and varied variety of careers and pathways, including in areas such as graphic design, photography, screen and film, marketing and advertising, animation, digital media, as well as pathways specific to each subject area.

Students interested in these pathways are encouraged to discuss the options available with their Pathways Counsellors.

## Summary of Subjects in The Arts

10.0 Units	VCE Units 1 and 2 (Usually selected as a sequence)	VCE Units 3 and 4 (Must be taken as a sequence)
Dance Art Laboratory Future Cities	Art Creative Practice (2022) Art Making & Exhibiting (2022) Visual Communication Design (2022) Theatre Studies (2022) Music (2023) Media Studies (2023)	Art Creative Practice (2022) Art Making & Exhibiting (2022) Visual Communication Design (2023) Theatre Studies (2023) Music (2024) Media Studies (2024)

### Sample Arts Pathway – student with a passion for Visual Art

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
VCE Studio Art 1-2 VCE Visual Communication Design 1-2	Art Making & Exhibiting 3-4 Art Creative Practice 1-2	Art Creative Practice 3-4

### Sample Arts Pathway – student with a passion for Performing arts

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Dance VCE Theatre Studies 1-2	Theatre Studies 3-4 Music 1-2	Music 3-4

There are a wide variety of pathways in the Arts available and studies in this area can be combined in numerous ways. In general, we recommend students only select ONE (and occasionally TWO) Unit 3-4 FOLIO subject in any calendar year. Balancing this out across the three year program of study is something that should be discussed with your Pathways Counsellor.

## Dance 10.0

### Course description

Dance is expressive movement with purpose and form. In Dance 10.0 students express, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication.

Dance 10.0 enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate in a range of dance styles and engage with dance practice and practitioners from their own, and other cultures.

### Key learning opportunities and assessment

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. Students respond to their own and others' dances using movement and other forms of communication.

### Consider this if you:

- Have a passion and interest in Dance and would like to explore that passion in your learning program.

### Pathways – at PHS and beyond

This study equips students with a base understanding of the skills and practice involved in Dance at a Senior Level. Students who wish to pursue studies in Dance further could consider a VET program in Year 11 and 12.

Students interested in Dance pathways post school should carefully investigate the wide range of pathways available and discuss their learning program with their Pathways Counsellor.

## Art Laboratory 10.0

### Course description

How can we apply scientific inquiry to the art process by making predictions and harbouring unexpected discoveries? What are the limits of art materials and art forms? In this subject we explore the intersection of Art and Science. Our first unit is Art and Physics, looking at how the forces of gravity and motion can be applied to create unusual visual effects. In the second unit we study Art and Biology, considering how artists have explored issues such as the environment or genetic modification and artists that work in the realm of speculative design.

### Key learning opportunities and assessment

Students will have the opportunity to undertake the following:

- Explore and develop ideas in a visual diary
- Create collaborative and individual final artworks
- Installations around the school
- Visit art exhibitions
- Learn from guest artists
- Experiment with materials, techniques and concepts

### Consider this if you:

- Want to explore contemporary art processes
- Are interested in learning about contemporary artists
- Like to explore and experiment with materials, techniques and ideas

### Pathways – at PHS and beyond

Through practical participation in this class students will develop critical and creative thinking skills and the ability to explore, develop and resolve ideas. This subject would be excellent preparation for a students interested in studying VCE visual arts subjects such as Art Creative Practice, Art Making and Exhibiting and Visual Communication and Design.

## Future Cities: Architecture 10.0

### Course description

In Future Cities, students explore how to create more liveable, sustainable and socially conscious cities for the future. How will we, as a society, in the future design and develop new communities, buildings, cities and spaces that reflect our common values? Students will learn about the history of architecture and Melbourne, the 'Worlds Most Liveable City' scale and criteria, and the factors that influence a city design. Students will also explore inspiring cities, buildings and spaces that exist throughout the world, and create ones that don't – yet.

### Key learning opportunities and assessment

Students will have the opportunity to undertake the following:

- Learn the different styles and types of architecture
- Create a comprehensive portfolio demonstrating digital and manual skills
- Learn how to read and understand architectural drawings
- Gain transferrable skills in creative, critical and reflective thinking
- Learn design thinking techniques and use of the design process
- Explore the benefits of drawing and designing that can be carried into other aspects of life

### Consider this if you:

- Like design, drawing and am curious about the world around me
- Are creative and interested in the arts
- Have prospects of working in the environmental design field, including architecture, urban planning, landscape design or interior design
- Would like to learn more about Adobe Illustrator and CAD software

### Pathways – at PHS and beyond

Through practical participation in this class students will develop skills in design and drawing. Students will have an opportunity to engage in creative problem solving and develop their capacity to organise and document their work. This subject would be excellent preparation for a students interested in studying VCE visual arts subjects such as Art Creative Practice, Art Making and Exhibiting and Visual Communication and Design.

## VCE Art Creative Practice Units 1-4 *(Units 3-4 available in 2024)*

### Course description

In Unit 1 students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. Students explore the practices of artists who have been inspired by ideas relating to personal identity. They learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks.

In Unit 2 students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

### Units available

Unit 1: Interpreting artworks and exploring the Creative Practice

Unit 2: Interpreting artworks and developing the Creative Practice

Unit 3: Investigation, ideas, artworks and the Creative Practice

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

### Key learning opportunities and assessment

- Inquiry learning where the end result may not be fixed or known.
- Project based and collaborative learning that begins with a challenging question of problem
- Exploring different art forms
- Create and exhibit finished artworks
- Visit art exhibitions
- Learn from guest artists
- Research and learn about artists from different societies, cultures and historical contexts

### Consider this if you:

- Are interested in experimenting with personal ideas and responses
- Are interested in interpreting meanings and messages of artworks
- Like to explore and experiment with materials, techniques and art forms

### Pathways – at PHS and beyond

VCE Art Creative Practice equips students with the theoretical skills that enable them to follow pathways into tertiary education or further training in a broad spectrum of art-related careers. It also offers students opportunities for personal development and encourages them to make ongoing contribution to the culture of their community through participation in lifelong art making. Students studying this course will have opportunities to research and respond to ideas, values beliefs in artworks, build practical art making skills and develop critical and creative thinking skills as the solve problems in the art creation. Students interested in Visual Art pathways should carefully research the wide range of varied pathways available and discuss their learning program with their Pathways Counsellor. [Read the study design for Art Creative Practice](#)

## VCE Art Making & Exhibiting Units 1-4 (Units 3-4 available in 2024)

### Course description

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

### Units available

Unit 1: Explore, expand and investigate

Unit 2: Understand, develop and resolve

Unit 3: Collect, extend and connect

Unit 4: Consolidate, present and conserve

### Key learning opportunities and assessment

- Develop individual concepts and style in a range of materials, techniques and artforms
- Explore how elements and principles create aesthetic qualities to communicate individual ideas
- Document art making in a visual arts journal including written and visual material
- Create and exhibit finished artworks
- Critique others' artworks
- Visit art exhibitions
- Research and learn about artists throughout history and design and curate an exhibition for these artists

### Consider this if you:

- Are interested in expressing my ideas about the world through making artworks
- Are curious about how other artists work
- Like to explore and experiment with materials, techniques and ideas
- Want to exhibit my artwork

### Pathways – at PHS and beyond

VCE Art Making and Exhibiting equips students with the knowledge and skills pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. Students will develop the capacity to research the work of other artists and build practical skills in art making. They will also enhance their critical and creative thinking skills as they solve problems as they explore and develop their ideas. Students interested in Visual Art pathways should carefully research the wide range of varied pathways available and discuss their learning program with their Pathways Counsellor. [Read the study design for Art Making and Exhibiting.](#)

## VCE Visual Communication Design 1-4

### Course description

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

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.

### Units available

Unit 1: Introduction to visual communication design  
Unit 2: Applications of visual communication within design fields  
Unit 3: Visual communication design practices  
Unit 4: Visual communication design development, evaluation and presentation

### Key learning opportunities and assessment

Major folio including visual diary and annotations  
Research task, site visit and observational evidence

### Consider this if you:

- Have a passion for Visual Communication and Design, and want to challenge yourself further
- Are interested in careers and pathways that align with Visual Communication and Design

### Pathways – at PHS and beyond

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Students interested in Visual Communication Design should carefully read the VTAC course information and discuss their learning program with their Pathways Counsellor. [Read the study design for VCE Visual Communication and Design](#)

## VCE Theatre Studies Units 1-4

### Course description

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work, and they also analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work.

### Units available

Unit 1: Pre-modern theatre styles and conventions  
Unit 2: Modern theatre styles and conventions  
Unit 3: Producing theatre  
Unit 4: Presenting an interpretation

### Key learning opportunities and assessment

Viewing and analysing a range of Theatre productions  
Acting, directing, producing, designing performances for a variety of scripts  
Research and analytical tasks, extended written responses, Presentations and multimedia tasks

### Consider this if you:

- Have a passion for the Theatre and want to learn about all aspects – production, performance, direction and design
- Would like to develop a range of transferable skills – communication, teamwork, analysis, design, critical and creative thinking, and much more!
- Are considering pathways in the Theatre or performing Arts beyond school and wish to further develop your skills and knowledge

### Pathways – at PHS and beyond

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

Students interested in these pathways should carefully read the VTAC course information and discuss their learning program with their Pathways Counsellor. [Read the study design for VCE Theatre Studies](#)

## VCE Music Performance Units 1-4 *(Units 3-4 available in 2024)*

### Course description

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions. Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. The practical application of this subject also assists students to compose, arrange, interpret, reimagine, improvise and critique music in an informed and a creative manner. Students develop competence in the use of digital music technologies and equipment, broadening their versatility as music practitioners.

### Units available

VCE Music has three 'streams' available to students:

- Music Performance
- Music Investigation
- Music Style and Composition

The Streams offered in each year at PHS will depend on student interests and more information will be available in 2022 in relation to the program offered in 2023.

### Key learning opportunities and assessment

There are a wide variety of learning opportunities depending on the streams studied, but VCE Music is likely to include: performances, either solo or with a group; opportunities to watch and analyse live music; Research and analysis of music styles; pieces composed and produced individually or in groups; written and oral presentations and tests.

### Consider this if you:

- Have a passion for learning about music; performance, composition, production and the music industry more broadly
- Are considering pathways in music, performing arts, or the music industry beyond school.

### Pathways – at PHS and beyond

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making. Students interested in these pathways should carefully read the VTAC course information and discuss their learning program with their Pathways Counsellor. [Read the study design for VCE Music](#)

## VCE Media Studies Units 1-4 (Units 3-4 available in 2024)

### Course description

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. Developments in technologies have transformed media at a rapid pace.

The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries. In Media Studies, students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

### Units available

Unit 1: Media forms, representations and Australian stories

Unit 2: Narrative across media forms

Unit 3: Media narratives and pre-production

Unit 4: Media production and issues in the media

### Key learning opportunities and assessment

Learning Tasks in Media Studies are varied and include:

- Research portfolio analysing examples of a chosen media form
- Folio of media works, including detailed production plan
- Reports, analysis tasks, annotated visual diagrams and a range of other tasks

### Consider this if you:

- Have a passion for learning about the Media- understanding the way that media texts are produced and consumed in our modern world
- Are considering pathways in the varied Media industries beyond school and wish to build your skills and knowledge

### Pathways – at PHS and beyond

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, written communication, graphic design, photography and animation.

Students interested in these pathways should carefully read the VTAC course information and discuss their Science and Maths program with their Pathways Counsellor. [Read the study design for VCE Media Studies](#)

# DESIGN & TECHNOLOGIES PATHWAYS

**In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and human environments.**

Through Design and Technologies subjects, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design innovative solutions. This curriculum is practical and offers students a broad range of learning experiences, readily transferable to their home, leisure activities, the wider community, and to work.

At PHS there is no minimum requirement in these learning areas, but we encourage all students to consider studying one or more subjects from the Design and Technologies area as part of a balanced learning program.

Design and Technologies provide skills and knowledge that underpin a wide and varied variety of careers and pathways, including in areas such as building and construction, project management, food and hospitality industries, engineering, information technology, mechanics and more.

## Summary of Design and Technologies Subjects

10.0 Units	VCE Units 1 and 2 (Usually selected as a sequence)	VCE Units 3 and 4 (Must be taken as a sequence)
Systems: Mechanical Systems Product Design: Upcycle Inc. Hospitality Industry	Product Design and Technology (2022) Systems Engineering (2023) Food Studies (2022)	Product Design and Technology (2023) Systems Engineering (2024) Food Studies (2023)\

\*There will also be a broad range of VET programs available in the Design and Technologies area from 2023.

### Sample Pathway – student with a passion for Product Design/Engineering

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Systems: Mechanical Systems Product Design: Upcycle Inc. VCE PDT Units 1 and 2	VCE PDT Units 3 and 4 VCE Systems Engineering 1 and 2 VET – area of specialisation	Systems Engineering 3 and 4 VET – area of specialisation

### Sample Pathway – student with a passion for Food and Hospitality

Year 10 Choices:	Year 11 Choices:	Year 12 Choices:
Hospitality Industry VCE Food Studies Unit 1 and 2	VCE Food Studies 3 and 4 VET - Hospitality	VET – Hospitality

Pathways in Design and Technologies often align well with programs in Mathematics, Science and/or The Arts and students have a lot of flexibility across these areas. Students could consider studying just a single VCE unit in each of Year 10 and 11 if they wish to include more breadth in their program (ie: Food Unit 1 in Year 10 and then Unit 2 in Year 11).

## Systems Design: Mechanical Systems 10.0

### Course description

Students will have the opportunity to learn about mechatronics; the fusion of mechanical systems and electronics. They will investigate small mechanical and electronic systems such as remote-controlled cars, servo motors, LED lights, resistors, capacitors etc to learn how they work. Students will also learn the underlying physics and maths of electronics and mechanical movement. Students will design and build a final project that incorporates mechanical and electronic components to perform a specific task for a specific end user.

### Key learning opportunities and assessment

Students will complete a range of practical and digital design projects. They will research and investigate design solutions and present and share their ideas in a range of formats. Learning activities may include:

- Building and analysing simple machines such as levers, fulcrums, and pulleys
- Studying the underlying physics of mechanical movement
- Design, build and test a mechatronic device that performs a specific function for a specific end user

### Consider this if you:

- Are interested in making and learning about mechatronic devices.
- Would like to explore how physics concepts such as motion and force can be measured, analysed and applied in practical scenarios
- Have an interest in studying VCE Systems Engineering

### Pathways – at PHS and beyond

Through practical participation in this class will develop the capacity to analyse simple machines to understand their underlying physics. They will also develop the capacity to combine electronic and mechanical systems through mechatronics. This subject would be excellent preparation for a student interested in studying VCE Systems Engineering.

## Product Design: Upcycle Inc. 10.0

### Course description

Students will have the opportunity to develop their skills in the workshop while learning about sustainable design through upcycling and refurbishment. This subject is highly student driven and promotes creative expression in a workshop environment. Students may elect to build or restore items such as cosplay props, furniture, functional art pieces, speakers and more. Students will have creative freedom to upcycle and/or restore a found object that could be used at school or home or donated to someone in need.

### Key learning opportunities and assessment

Students will complete a range of product design projects. They will:

- Practice and refine woodworking skills and techniques such as jointing, cutting, sanding and routing.
- Analyse and dismantle existing pieces of furniture or other built items to learn how they are designed and constructed

### Consider this if you:

- Are interested in studying VCE systems engineering or VCE product design
- Would like to further develop practical woodworking workshop skills
- Like building things in the workshop
- Have an interest in saving the world through upcycling
- Want to build or repair furniture, cosplay props, functional art pieces etc

### Pathways – at PHS and beyond

Through practical participation in this class will develop practical skills of design and construction of furniture and other projects. The development of skill in the use of a variety of tools such as hammers, drills, chisels, scroll saws, jigsaws and routers with precision. This subject would be excellent preparation for a student interested in studying VCE Product Design.



## Hospitality Industry 10.0

### Course description

Hospitality Industry 10.0 is a practical course that prepares students with a limited range of hospitality operational skills and basic knowledge. Practical components include units such as preparing and serving espresso coffee, non-alcoholic beverages, food and beverage service, customer service and functional transactions. Students will also learn about the hospitality industry in and around Prahran, make connections and learn from industry experts, and demonstrate their skills at school events.

### Key learning opportunities and assessment

- Range of practical activities
- Learn from industry experts and local businesses
- Analysis and research tasks based on the hospitality industry
- Demonstrate new skills and knowledge while gaining hospitality industry experience

### Consider this if you:

- Have a passion and interest in food service and the hospitality industry
- Want to gain practical skills that could assist you in finding work or gaining an industry placement

### Pathways – at PHS and beyond

This subject provides students with a range of skills and opportunities that would support pathways directly into the hospitality industry. It also provides a stepping stone towards further study in (or alongside) VCE Food Studies 1-2 and/or VET hospitality programs. Students interested in hospitality pathways post school should carefully investigate the wide range of pathways available and discuss their learning program with their Pathways Counsellor.

## VCE Product Design and Technology Units 1-4 *(Units 3-4 available in 2024)*

### Course description

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

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to safely transform these materials into products. Increasingly, the importance of sustainability is affecting product design and development, and so is at the forefront throughout the product's life cycle.

### Units available

Unit 1: Sustainable product redevelopment

Unit 2: Collaborative design

Unit 3: Applying the product design process

Unit 4: Product development and evaluation

### Key learning opportunities and assessment

Analysis tasks, research and investigations, annotated visual diagrams

Folio of designs, including development of a functional product and a written report/evaluation

### Consider this if you:

Have a passion for designing products and using materials to solve problems

Are considering pathways in product design or using materials such as wood, metals, plastics and glass

### Pathways – at PHS and beyond

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

Students interested in Design pathways should carefully research the wide range of varied pathways available and discuss their learning program with their Pathways Counsellor. [Read the study design for VCE Product Design and Technology](#)

## VCE Systems Engineering Units 1-4 *(Units 3-4 available in 2024)*

### Course description

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems. The rate and scale of human impact on global ecologies and environments demands that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle.

Key engineering goals include using a project management approach to maximise system efficiency and to optimise system performance through innovation processes. Lean, agile and fast prototyping engineering and manufacturing concepts and systems thinking are integral to this study.

### Units available

Unit 1: Mechanical systems

Unit 2: Electrotechnological systems

Unit 3: Integrated and controlled systems

Unit 4: Systems control

### Key learning opportunities and assessment

Investigations and research into the design and planning of a mechanical work

Production of a mechanical system including record of progress and modifications

Written reports and evaluations of design process.

### Consider this if you:

Have a passion for solving problems using engineering, digital technologies, robotics and coding

Are considering a career in the world of digital technologies or engineering and want to build and strengthen your skills

### Pathways – at PHS and beyond

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

Students interested in Studio Art pathways should carefully research the wide range of varied pathways available and discuss their learning program with their Pathways Counsellor. [Read the study design for VCE Systems Engineering](#)

## VCE Food Studies Units 1-4 *(Units 3-4 available in 2024)*

### Course description

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food in our lives. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

### Units available

Unit 1: Food origins  
Unit 2: Food makers  
Unit 3: Food in daily life  
Unit 4: Food issues, challenges and futures

### Key learning opportunities and assessment

Range of practical activities, including records and evaluations  
Report, media analysis or investigation into contemporary Food issues  
Annotated visual report, presentation, multimedia presentation

### Consider this if you:

Have a passion for the food industry, nutrition and want to learn more about the food techniques from around the world  
Are interested in a pathway in Food and wish to build your skills and knowledge

### Pathways – at PHS and beyond

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality. Students interested in these pathways should carefully read the VTAC course information and discuss their learning program with their Pathways Counsellor. [Read the study design for VCE Food Studies](#)

# LANGUAGE PATHWAYS



**Learning languages broadens students’ horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world and at PHS we encourage students to challenge themselves and continue their language studies as part of their Senior School learning program.**

The Primary Language available for study at PHS is French, a language spoken in many countries and in a wide variety of different parts of the world. French therefore is a wonderful way to develop intercultural understanding and develop a strong sense of connection beyond Australia. In the Senior School, we aim to provide students with broad opportunities to connect with La Francophonie, including participation in our French International Tours (subject to COVID restrictions), as well as connecting with cultural traditions such as food, music and literature from all parts of the French speaking world. French is also an Indo-European romance language and shares many historical roots with English, therefore studying French is also beneficial in helping develop critical awareness of language structures and patterns that can help in improving written and oral communication in English.

Learning a language is not compulsory in the Senior School at PHS. Students may choose to study French in Year 10, 11 and 12, and would almost always take these courses in sequence. In some cases, students may have an interest in studying a different language (for example via Distance Education) as a part of their Senior School Program. Students who are interested in doing so should speak with their Pathways Counsellor about this at the earliest possible stage.

Languages education also supports a range of pathways post-school, allowing students to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance and law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

## Summary of Language Subjects

10.0 Units	VCE Units 1 and 2 (Usually selected as a sequence)	VCE Units 3 and 4 (Must be taken as a sequence)
French 10.1 French 10.2	French 1 and 2 Other languages via Distance Education (must be negotiated via the school)	French 3 and 4 Other languages via Distance Education (must be negotiated via the school)

## French 10.1 and 10.2 *(Usually studied as a sequence)*

### Course description

In French 10.1 and 10.2, students will further develop their capability to discuss their personal worlds and those of that around them. Students will use French to communicate authentically and interact about their relationships with friends and family, talk about what friendships mean and different personalities. They will then learn the imperfect tense, being able to describe how things were and what they used to do in the past (last month, last year, 100 years ago), which will include elements of their own pasts and French history.

### Key learning opportunities and assessment

Completion of a variety of interesting learning tasks:

- Creation of a "Dear Abby" style advice column where they respond to issues about friendship and relationships.
- Research and narration into key events in French history
- Creation of news reports and other media texts using French
- Time capsule task: where do students see themselves in 10 Years
- Development of a campaign about an environmental issue that concerns them.

Participation in French Language tours and other cultural events:

- French Trip (hopefully available in late 2022, and running on an annual basis)
- French cultural immersion: restaurants, films, music and other excursions and activities

### Consider this if you:

Have enjoyed studying French in previous years and wish to continue your studies in Senior School

Are interested in travel, developing intercultural awareness and other opportunities aligned with French

### Pathways – at PHS and beyond

French 10.1 and 10.2 are generally prerequisites for the study of French in VCE.

## VCE French Units 1-4 *(Units 3-4 available in 2024)*

### Course description

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. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

### Key learning opportunities and assessment

Range of reading, writing and speaking and listening tasks and activities

Participation in French Language tours and other cultural events

### Consider this if you:

Have enjoyed studying French in previous years and wish to continue your studies in Senior School

Are interested in travel, developing intercultural awareness and other opportunities aligned with French

### Pathways – at PHS and beyond

Students who study French are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting. [Read the Study Design for VCE French](#)

# VOCATIONAL (VET)

# VOCATIONAL EDUCATION AND TRAINING (VET)

**VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers. They lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE or VCAL. Some VET courses are “scored” meaning they contribute to the ATAR of a VCE student in the same way as any other VCE study.**

VET delivered to secondary students provides the following;

- Combines senior school studies and accredited vocational education and training.
- Enables students to complete a nationally recognised vocational qualification and VCE simultaneously.
- May allow a student to go directly into employment or receive credit towards further vocational training.
- Develops student’s employability and industry-specific skills.
- Access to a vocationally orientated school program designed to meet the needs of industry.

VET at Prahran High School will be conducted as part of the Inner Melbourne VET Cluster (IMVC) which works with a number of highly regarded RTOs to facilitate VET programs. The various VET courses offered through IMVC can be explored through the various Course Information Books found on their website. [Inner Melbourne VET Cluster](#)

If you have interest in a VET course, please raise it with your Pathways Counsellor.



# VCE VOCATIONAL MAJOR

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program.

VCE VM subjects take what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

VCE VM subjects will prepare students to move successfully into apprenticeships, traineeships, further education and training, university (through alternative entry programs) or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students who complete the VCE VM do not receive a study score and are not eligible to receive an ATAR.

## Summary of VCE Vocational Major Subjects

VCE Units 1 and 2 (often studied as a sequence)	VCE Units 3 and 4 (from 2024) (must be studied as a sequence)
Work Related Skills Personal Development Skills VET (compulsory for all VM students)	Literacy Numeracy Work Related Skills Personal Development Skills (VET (compulsory for all VM students))

## Sample Vocational Pathway – Student with a strong vocational interest (eg: in hospitality)

Year 10 Choices	Year 11 Choices	Year 12 Choices
Work Related skills Unit 1-2	Work Related Skills 3-4 Personal Development Skills 1-2 VET - Hospitality	Literacy 3-4 Numeracy 3-4 Personal Development Skills 3-4 VET – Hospitality

Students studying the VM can then blend their Vocational Studies with their choice of VCE, Victorian Curriculum 10.0 subjects, and have the opportunity to undertake Structured Workplace Learning.

## Sample Vocational Pathway – Student who wants to continue with VCE studies (Media)

Year 10 Choices	Year 11 Choices	Year 12 Choices
Work Related skills Unit 1-2	VET – Art and Media Work Related Skills 3-4 (VCE Media 1-2)	Literacy 3-4 Numeracy 3-4 Work-Related Skills 3-4 VET – Art and Media VCE Media 3-4
Students studying the VM can then blend their Vocational Studies with their choice of VCE, Victorian Curriculum 10.0 subjects, and have the opportunity to undertake Structured Workplace Learning.		

### VCE VM Personal Development Skills Units 1-4

#### Course description

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.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

#### Units available

Unit 1: Healthy individuals  
Unit 2: Connecting with community  
Unit 3: Leadership and teamwork  
Unit 4: Community project

#### Key learning opportunities and assessment

Students will complete a range of applied learning projects that could include:

- Community service and/or engagement with charities and other community groups
- Interviews with members of the community and leaders
- Participation in practical tasks, including as part of a group
- Guest speakers and excursions
- Creation of podcasts, films, or other media to present learning

#### Consider this if you:

- Are interested in developing your skills as a leader and team member
- Are interested in participating in community service and community engagement to learn about the world around you
- Would like to further develop practical skills and knowledge that can be used across a wide range of post-school pathways
- Like working in groups, on projects and learning in the real world
- Are considering completing the VCE Vocational Major program

#### Pathways – at PHS and beyond

This subject is a VCE Vocational Major subject. It helps develop broad-based skills and competencies that link directly to career pathways and post-school opportunities.

Students who complete Units 1-4 receive credit towards their VCE certificate but do not receive a study score and it does not contribute to the ATAR.

## VCE VM Work Related Skills Units 1-4

### Course description

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. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

### Units available

Unit 1: Careers and Learning for the Future

Unit 2: Workplace Skills and Capabilities

Unit 3: Industrial Relations, Workplace Environment and Practice

Unit 4: Portfolio Preparation and Presentation

### Key learning opportunities and assessment

Students will complete a range of applied learning projects that could include:

- Structured Workplace Learning (work experience)
- Excursions and Guest speakers with real-world experience in the workplace
- Practical applications and demonstrations of workplace skills and knowledge
- Complete and present a personal portfolio

### Consider this if you:

- Are interested in learning more about careers and the workplace
- Would like to further develop practical skills and knowledge that can be used in all pathways
- Like working in groups, on projects and learning in the real world
- Are considering completing the VCE Vocational Major program

### Pathways – at PHS and beyond

This subject is a VCE Vocational Major subject. It helps develop broad-based skills and competencies that link directly to career pathways and post-school opportunities.

Students who complete Units 1-4 receive credit towards their VCE certificate but do not receive a study score and it does not contribute to the ATAR.



## VCE VM Literacy Units 3-4

### Course description

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Students read and respond to texts from a wide range of contexts that include learning about the workplace and community. Texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

### Units available

Unit 3: Informational and Procedural Texts

Unit 4: Literacy for Advocacy

### Key learning opportunities and assessment

Students will build practical and applied literacy skills through activities such as:

- Reading and writing for real-world purposes and applications
- Creating and presenting a wide variety of texts for a variety of real-world audiences
- Excursions and Guest speakers with real-world experience in the workplace

### Consider this if you:

- Would like to build your literacy skills by focusing on real-world reading and writing
- Are considering completing the VCE Vocational Major program

### Pathways – at PHS and beyond

This subject is a VCE Vocational Major subject. It helps develop broad-based skills and competencies that link directly to career pathways and post-school opportunities.

Students who complete Units 3-4 receive credit towards their VCE certificate but do not receive a study score and it does not contribute to the ATAR.



## VCE VM Numeracy Units 3-4

### Course description

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

### Units available

Unit 3

Unit 4

### Key learning opportunities and assessment

Students will build practical and applied numeracy skills through a variety of real-world contexts. There is an emphasis on:

- Development of real-world numeracy skills
- Problem-solving using numeracy
- Development of a mathematical toolkit

### Consider this if you:

- Would like to build your numeracy skills by focusing on real-world maths applications and problem solving
- Are considering completing the VCE Vocational Major program

### Pathways – at PHS and beyond

This subject is a VCE Vocational Major subject. It helps develop broad-based skills and competencies that link directly to career pathways and post-school opportunities.

Students who complete Units 3-4 receive credit towards their VCE certificate but do not receive a study score and it does not contribute to the ATAR.

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## **FURTHER INFORMATION OR QUESTIONS?**

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