

A photograph of three students in school uniforms standing in a field of tall grass with trees in the background. The students are smiling and looking at each other. The text is overlaid on a dark blue banner at the top of the image.

DAMASCUS COLLEGE

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**SENIOR (YEAR 11 AND 12) - MY PATHWAYS**

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2021

# DAMASCUS COLLEGE

## SENIOR (YEAR 11 AND 12) - MY PATHWAYS

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# INTRODUCTION TO SENIOR PATHWAYS



## For Students Going into Year 11 and 12

### Introduction to Senior Pathways

Year 11 and 12 is a significant time in your school life, when you will embark and continue upon a program of study which will result in you achieving one of two School Leaving Certificates: either the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE).

**VCAL** is a pathway for students who are 'hands on' learners. VCAL focuses on more vocational (work-related) learning and will help to prepare you for the world of work in general and for a particular career choice specifically. As part of your VCAL course you would be required to attend a VET course and carry out one day of Structured Workplace Learning each week. VCAL students may be interested in obtaining full time employment, an apprenticeship/traineeship and/or entry into TAFE/University Courses when an Australian Tertiary Admission Rank (ATAR) is not required.

**VCE** is a two-year program of study, which offers subjects, which can be used as a basis for further study at tertiary level. The VCE will provide you with an Australian Tertiary Admission Rank (ATAR) score, which you may need in order to enter university or other post-school educational providers.

If you are working towards Units 1 and 2 of a VCE subject in Year 10, under the **Accelerated Access** program, you may wish to complete Unit 3 and Unit 4 in that subject during Year 11.

**VET.** As part of your senior schooling, you are now able to study courses that not only contribute towards your VCE, VCAL and ATAR (with certain restrictions), but also give you an industry recognised qualification when you complete that course. The courses are called Vocational Courses (VET) and can be studied at school or through another Registered Training Organisation such as VETIS (VET in School through a TAFE facility). These courses can also involve undertaking "Structured Workplace Learning" where you will take part in a work placement related to your course industry area.

By completing a VET course, not only do they contribute towards your VCE/VCAL (and some will count towards your ATAR depending upon the course of study), but you will also gain an Nationally recognised industry qualification or partial completion. This means that if you choose to go to TAFE when you leave school, and continue your study in that same area, you will be deemed to have completed part of that TAFE course already. Employers see that qualification as being very valuable and it can really help you with getting a job.

### Core Subjects

In Year 11 you will continue to study the following core subjects:

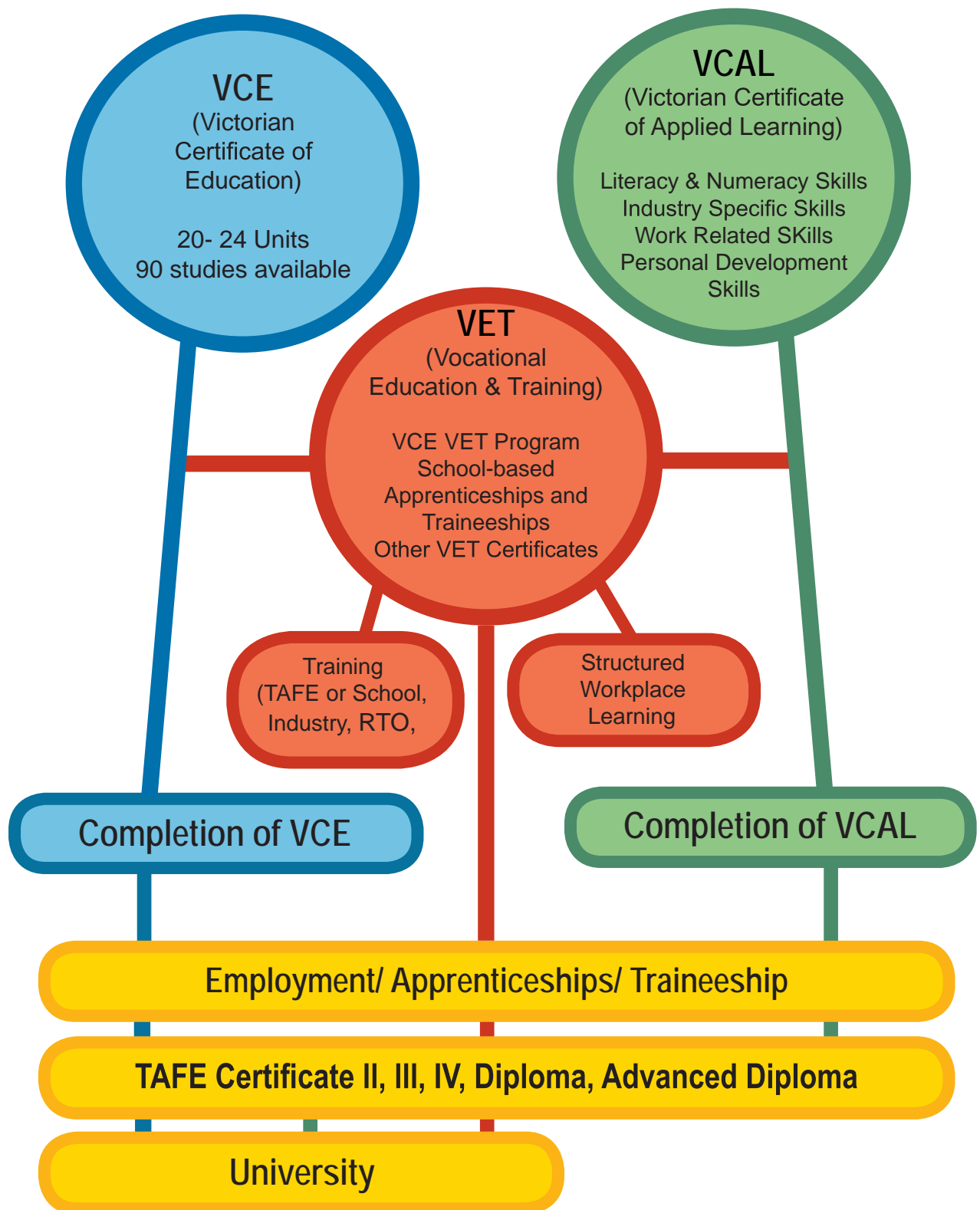
- Religious Education.
- English.

In Year 12 students will also need to continue study the following core subjects:

- Religious Education (unless chosen as a unit 3/4 elective).
- English.

All application forms can be accessed at the end of this handbook.

# Learning Pathways





# VCAL

As part of the VCAL program, you must undertake the following strands:

VCAL Personal Development

VCAL Numeracy

VCAL Literacy

VCAL Work-related Skills

A VET Course

To apply for a VCAL program you must enter the on-line selection process and fill in the relevant. You will need to submit this to Mrs Dwyer who will then arrange an interview time with you.

## VCAL Personal Development

### What's it about?

- Understanding individual and group responsibility
- Self-confidence and resilience
- Values of integrity, enterprise and excellence
- Empowerment for active citizenship
- Teamwork
- Social and community awareness

### Activities students may engage in:

- Planning
- Problem-solving
- Teamwork
- Public speaking
- Operating a business
- Personal journal
- Working in teams to produce creative pieces
- Encouraging and promoting awareness within the community

### VCAL Industry Skills

- Year 11 students will complete Certificate II (partial) in Business
- Year 12 students will complete Certificate II in Active Volunteering

## VCAL Numeracy

### What's it about?

- Numeracy for practical purposes - design and measurement
- Numeracy for personal organisation - location
- Numeracy for interpreting society - data and numerical information
- Numeracy for knowledge - formulae and problem solving

### Activities students may engage in:

- Calculating using different number forms, averages, etc
- Estimating and measuring
- Interpreting maps, graphs, diagrams, charts and tables
- Drawing diagrams, graphs, etc
- School-based excursions
- Practical activities focused on; operating a business, living away from home, purchasing a car, credit cards

## VCAL Literacy

### What's it about?

- Development of literacy skills and knowledge that allow effective participation and functioning in Australian society including; family and social life, workplace and institutional settings, education and training contexts, community and civic life

### Activities students may engage in:

- Oral presentations
- Writing activities
- Public debating
- Reading tasks

## VCAL Work-related Skills

### What's it about?

- Developing life skills
- Developing OH&S awareness
- Learning about work skills and how to apply them in practical situations
- Learning employability skills to assist in the working world, e.g. communication, teamwork, problem-solving, etc.

### Activities students may engage in:

- OH&S training
- Problem-solving
- Teamwork
- Personal Journal
- Work experience



# VET COURSES

VET courses are more employment-focused than most subjects and are completed over two years. They prepare you for work in a specific trade or type of job. Some VET courses are offered in school, while for some courses you would travel to one of the other education providers in the area to study your chosen course. You may choose one VET course only. You must apply for a VET course using the application form found at the end of the handbook.

Subject to availability the VET courses you can study on campus at Damascus College are:

- Certificate II (partial) in Building and Construction - Carpentry Stream
- Certificate III in Sport and Recreation
- Certificate II in Community Services (Year 1)
- Certificate III (Partial) in Community Services (Year 2)

## Course Consideration

Due to the complex nature of timetabling classes students will be encouraged to submit backup choices. The College will work to accommodate student choices, however, the College cannot guarantee that subjects will run or guarantee places in any elective class. Complexities with timetabling include but are not exclusive to class numbers, student clashes, student numbers. If numbers are insufficient for the course to run students can access the Highlands LLEN VET Cluster to undertake the above courses.

You must understand that there is an additional fee involved in taking a VET subject and that you will need to pay for additional materials specific to your course. You may also be required to attend an interview. This will be an excellent experience in giving you an idea of what the application and interview process is like before you have to do it many times during your working life.

- Students who are successful in their VET applications are:
- Self-motivated
- Well-organised
- Responsible
- Able
- Hard-working

A large number of VET courses are offered by other providers in the Highlands LLEN VET cluster. These vary from year to year but often include:

|   |  |
|---|--|
| Certificate II (partial) in Agriculture                                       | Certificate III in Health Services Assistance                |
| Certificate II in Animal Studies  | Certificate II in Kitchen Operations (Hospitality)           |
| Certificate II in Automotive Vocational Preparation                           | Certificate III in Information, Digital Media and Technology |
| Certificate II (partial) in Building and Construction (Bricklaying)           | Certificate III in Laboratory Skills                         |
| Certificate II (partial) in Building and Construction (Painting & Decorating) | Certificate III in Music Industry (Audio Focus)              |
| Certificate II in Business  | Certificate III in Music Industry (Sound Production)         |
| Certificate II in Community Services  | Certificate II (partial) in Plumbing (pre-apprenticeship)    |
| Certificate II in Dance   | Certificate III in Printing and Graphic Arts (General)       |
| Certificate II in Electro technology (Career Start)                           | Certificate II in Retail Cosmetics                           |
| Certificate II in Engineering Studies – Fabrication                           | Certificate II in Retail Services                            |
| Certificate II in Engineering Studies - Technical                             | Certificate II in Salon Assistant                            |
| Certificate II in Equine Studies  | Certificate III in Screen and Media                          |
| Certificate III in Events   |  |

VET Courses in the Highlands LLEN VET Cluster generally run on a Tuesday or Thursday afternoon and may run until 5 or 5.30pm. It is the students responsibility to make their own way to and from VET.

# Certificate II (partial) in Building and Construction (Carpentry Stream)

## Course description:

Certificate II in Building and Construction is designed to provide the skills required for a successful career in building construction. Students are introduced to occupational health and safety procedures, communication, work organisation, plan-reading, equipment and tool-use.

## Possible job outcomes:

This course will prepare students for further training or employment in areas such as carpentry and other similar trades.

## Requirements:

This is a two year-long course; all four semesters must be undertaken to complete the course. A study score is not available.

Students will be required to purchase safety glasses, protective clothing, safety footwear and books (details will be provided after application has been accepted). There will be a materials fee of approximately \$250.

## Potential pathways:

- Carpentry Apprenticeship
- Building Engineer
- Building Surveying and Quality Surveying
- Architecture
- Interior Design
- Civil/Electrical/Electronics
- Mechanical Engineering

## Benefits:

- Possible credits for other TAFE courses
- Pathways to further training

Commencement of the program will be dependent on adequate student enrolment and funding.

# **Certificate III in Sport and Recreation (Highlands LLEN VET Cluster Course Delivered at Damascus College)**

## **Course description:**

Certificate III in Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation.

## **Possible job outcomes:**

This course will prepare students for further training or employment in areas such as coaching, recreation officer, fitness instructor, aerobics instructor and personal training.

## **Requirements:**

This is a two-year-long course; which all four semesters must be undertaken to complete the course. A study score is available provided students undertake scored assessment.

## **Potential pathways:**

- Certificate IV in Fitness
- Certificate IV in Sports & Training
- Diploma of Fitness

## **Benefits:**

- Possible credits for other TAFE courses
- Pathways to further training

Commencement of the program will be dependent on adequate student enrolment and funding.

Certificate III in Sport and Recreation is a scored VET, therefore students completing this course whilst completing VCE will gain credits towards their ATAR.

## **Certificate II (Partial) in Community Services (1st Year) Certificate III (Partial) in Community Services (2nd Year)**

### **Course description:**

Certificate II in Community Services will introduce you to the Community Services industry.

Certificate III in Community Services (Partial) is incorporating Certificate II in Community Services. It offers students the opportunity to learn about the Community Services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

**Credit in the VCE or VCAL:** recognition of up to three units at Units 1 and 2 level, and two Units 3 and 4 sequences.

Students wishing to receive an ATAR contribution for VCE VET Community Services must undertake scored assessment. Scored assessment is based on the units 3 and 4 sequence of VCE VET Community Services.

### **Possible Job outcomes:**

By completing Community Services it can lead into further studies that can then lead into the following careers;

- Assistant Community Services Worker
- Personal Care Assistant
- Support Worker
- Youth Worker
- Residential Support Worker

### **Requirements:**

This is a two year-long course; all four semesters must be undertaken to complete the course. Scored assessment is available for VCE VET Community Services.

### **Potential Pathways:**

Successful completion of the Certificate III in Community Services (Partial) is also a pathway to Children's Services or any other Community Services program including Support Services, Allied Health, Disability Services and Youth Work.

### **Benefits:**

- Possible credits for other TAFE courses
- Pathways to further training

Commencement of the program will be dependent on adequate student enrolment and funding.

\*This course may have material fees\*

## Certificate III (Partial) in Allied Health (1st & 2nd Year)

### Course description:

Certificate III in Allied Health Assistance (partial completion) (incorporating Certificate III in Health Services Assistance): provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

Note: The Units 3 and 4 sequence of VCE VET Allied Health is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

**Credit in the VCE or VCAL:** recognition of up to three units at Units 1 and 2 level, and two Units 3 and 4 sequences.

Students wishing to receive an ATAR contribution for VCE VET Allied Health must undertake scored assessment. Scored assessment is based on the units 3 and 4 sequence of VCE VET Community Services.

### Possible Job outcomes:

By completing VCE VET Allied Health it can lead into further studies that can then lead into the following careers;

- Physiotherapy assistant
- Podiatry assistant
- Speech pathology assistant
- Occupational therapy assistant

### Requirements:

This is a two year-long course; all four semesters must be undertaken to complete the course. Scored assessment is available for VCE VET Allied Health.

### Potential Pathways:

Successful completion of the Certificate III in Allied Health (Partial) provides a dual pathway into further VET studies

- Diploma of Nursing
- Diploma of Community Services

### Benefits:

- Possible credits for other TAFE courses
- Pathways to further training

Commencement of the program will be dependent on adequate student enrolment and funding.

\*This course may have material fees\*



# VCE

During Year 11, you will work towards:

- Unit 1 and 2 English;
- Unit 1 Religion in Society;
- Unit 1 and 2 in five other subjects, which may include VET studies.

So, all together you will obtain 13 units of study in Year 11.

To successfully complete the VCE you will need to obtain 16 units of study, including four Unit 3/4 sequences (year 12 subjects) one of which must be an English study (English/Literature/English Language). At Damascus College students are encouraged to attempt a minimum of 5 Unit 3/4 sequences.

For further information on the VCE program and how the ATAR is calculated, please visit the Victorian Tertiary Admissions Centre (VTAC) website.

## VCE Subjects

When making your subject selections, ask yourself the following questions:

- Do I enjoy this subject?
- Am I capable of doing this subject?
- Do I need this subject as a prerequisite or a recommended subject for a particular higher education course or career pathway?
- Have I read carefully the notes which follow the subjects list to check the specific requirements of certain subjects?

It is vital that you check the pre-requisites for the university courses in which you are interested and for the year in which you will be going to university.

For example, some courses will insist that you have passed Mathematical Methods, even when you might not think there is a direct link to that subject.

**Notes:**

- It is the College's expectation that students complete Units 1 and 2 Literature or Units 1 and 2 English Language if they wish to complete Units 3 and 4 in that study.
- French and Indonesian Second Language are only available to students who have studied those subjects in Year 11.
- You may not take both Studio Arts (General) and Studio Arts (Photography) as they are regarded by the VCAA as the same subject.
- Religion and Society is a scored subject and contributes to the ATAR, whereas the Certificate in Religious Education is assessed solely within school. If you choose to study Religion and Society as a VCE subject, you are not required to work towards the Certificate in Religious Education.
- Music Performance requires that you play an instrument or sing. It is strongly recommended that you consider this subject only if you studied it in Year 11.
- Students cannot do Mathematical Methods Units 3 & 4 unless they satisfactorily completed Mathematical Methods Units 1 & 2.
- If you studied Mathematical Methods Units 1 and 2 in Year 11, you should consider Mathematical Methods Units 3 and 4 in Year 12.
- Specialist Mathematics can only be chosen if you also study Mathematical Methods.
- For Product Design and Technology, you must choose either Metal or Wood as your major medium.
- Art, Studio Arts (General), Studio Arts (Photography), Product Design and Technology, Food Studies, Visual Communication Design and Media involve the production of a folio of work. Be aware that taking more than one of these subjects can create a substantial workload.
- It is strongly recommended that you consider Chemistry, Physics and/or Mathematical Methods only if you completed these subjects in Year 11.
- One subject may be replaced by a VET subject.

## Change of Subject Guidelines

A subject change will only take effect if it can be accommodated within the student's timetable.

Taking time to select subjects that are suitable to the student's abilities, interests and post-school pathway reduces the need to change subjects and thereby interrupting their education. For some students, a change of subject is recommended or necessary.

Students who wish to apply for a change of subject can do so at the following times:

1. After the end of year examinations
2. Within the two-week early start program.
3. At the end of Semester 1 (for year 11 only)

For year 12 students: After early start, students are locked into the Unit 3 and 4 sequence for the whole year.

Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the Leader of School Organisation. Please note that VET is a two-year commitment.



# RELIGIOUS EDUCATION

## Religious Education-Post Compulsory Pathways

At Damascus College students have a variety of ways in which they can continue their Religious Education Studies in their Post Compulsory years.

All students at Damascus College are expected to continue their studies in Religious Education.

In Year 11 and 12 some students will choose the pathway of VCAL where students will work through a range of RE-VCAL units of work that have an applied learning focus.

In Year 11 all students choosing the VCE Pathway will work toward completing the VCE Study: Religion and Society Unit 1.

In Year 12 students also have the option of choosing the VCE Pathway and will work toward completing VCE Study: Religion and Society Units 3 and 4.

In Year 12 students choosing not to study Units 3 and 4 Religion and Society will participate in a range of learning experiences that will contribute to their attainment of the Year 12 Certificate of Religious Education.

## VCAL: Religious Education

The development of this program has been based around three principles drawn from the Catholic tradition. It is these three principles that have shaped the possible content and learning activities.

The three Fundamental Principles are:

Christians value the sacredness of human life created in the image and continuing to grow in the likeness of God.

We live in an interconnected world, which calls us to respect and act for justice for all creation.

We live in a pluralistic and secular culture. People's spirituality, customs and way of life are informed by their particular religious and/or nonreligious World-views.

"To respond to our vocation, we need to foster and develop all that we are. This has nothing to do with inventing ourselves or creating ourselves out of nothing. It has to do with finding our true selves in the light of God and letting our lives flourish and bear fruit."

Pope Francis, *Christus Vivit*, 2019, para. 257.

## VCE: Religion and Society

### Unit 1: The Role of Religion in Society

This unit is taught for all students undertaking VCE Studies in Year 11.

In this unit students explore the origins of religions and their role in the development of society, identifying their nature and purpose over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, religious traditions and the Australian society in which they live.

## VCE: Religion and Society

### Unit 3: The Search for Meaning

Over time, and across cultures, humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this quest for meaning, various religious, philosophical, scientific, and ideological worldviews have been developed.

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

Religious tradition/s or denomination/s are to be selected from one or more than one of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism.

### Unit 4: Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society

## Certificate of Religious Education-Year 12

To achieve the Certificate of Religious Education students will work through a collection of studies such as:

- What does it mean to Be Human?
- Prayer and Meditation.
- Called to Action-Acting Justly.
- Religious Themes in Film.
- VCE Unit 2: Religion and Ethics.

## Prayer and Mediation

In this unit students study through experience the various forms of prayer and mediation of the Christian tradition. In this study student are expected to demonstrate the ability to maintain a journal of prayer experiences and a collection of prayer texts and ideas as well as to lead a time of prayer with members of the class. This leads to an appreciation of the significance of a personal prayer life.

### Learning Outcomes

- Appreciate that there are many and varied forms of spirituality and that they are expressions of the human quest to encounter the mystery of God who is both within and beyond oneself.
- Recognise the value and use of the Scriptures in spiritual exercises i.e., prayer, reflection and meditation.
- Explore key figures and broad developments in the history of Christian spirituality.
- Describe and analyse various styles of Christian spirituality.
- Prepare for and participate in retreat experiences with understanding and appreciation of their nature and purpose

### Activities

- Maintain a journal of prayer experiences
- Maintain a collection of prayer texts and ideas
- Lead a time of prayer with members of the class

## Called to Action: Acting Justly

In this unit students will investigate justice issues facing our world today, their causes, the associated problems and their impact on humankind. Students will explore Church teachings relevant to these issues and practical and Christian responses. The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally. This area of study will have a particular focus on the Christian call of ecological conversion. Students will look at the interconnectedness of all life and work towards a deeper understanding of our obligation to care for all of God' creation.

### Learning Outcomes

By the end of this unit the students should be able to:

- Identify and analyse contemporary social justice issues;
- Draw on Scripture and Church documents to explore the Christian response to contemporary social justice issues;
- Express personal understandings, beliefs and questions about their responsibilities in the context of the Christian response to global issues;
- Investigate and communicate practical and Christian responses to social justice issues.

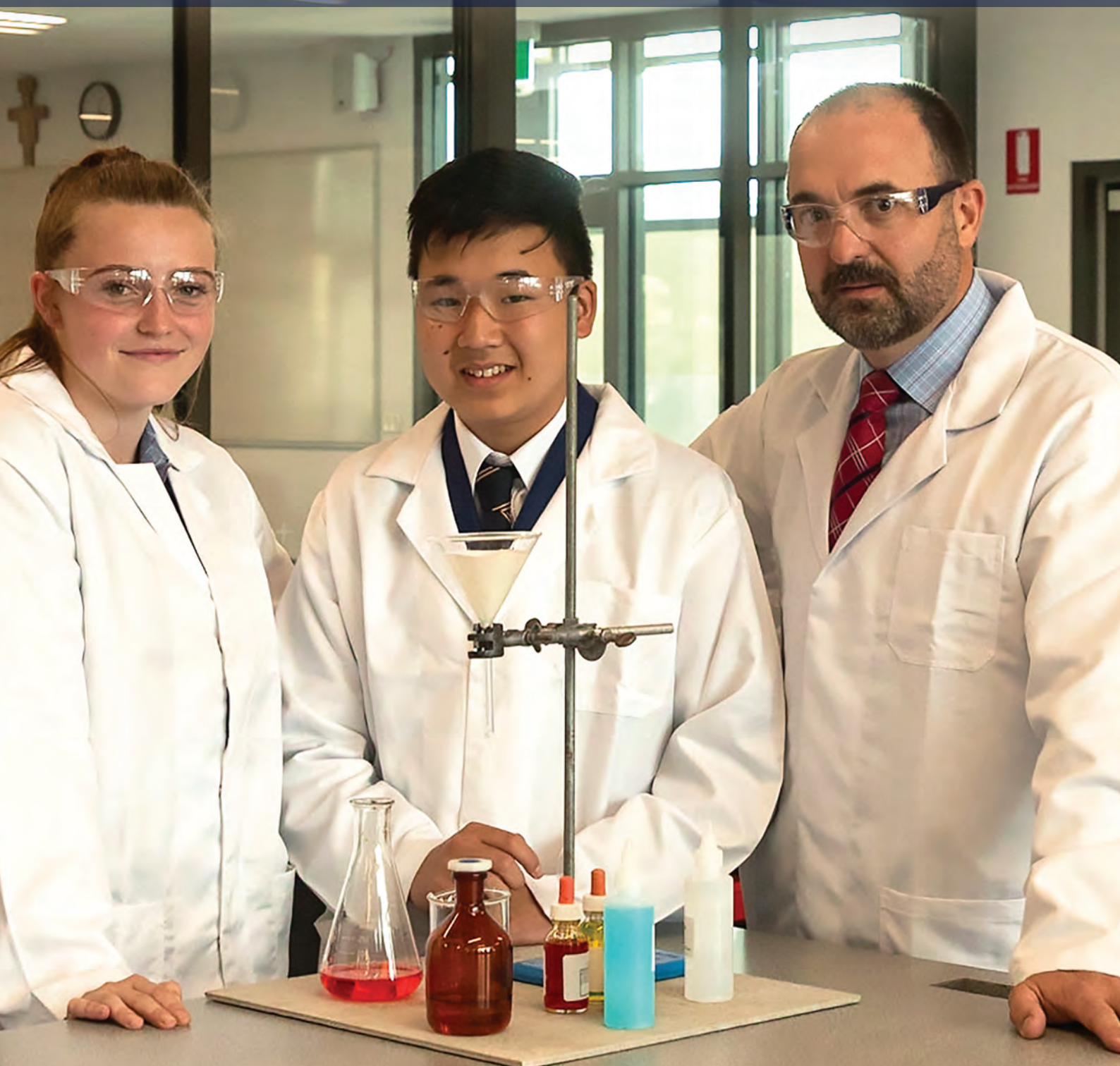
## Liturgical Music

In this unit students will participate in activities which support the Colleges liturgical experiences. Students will learn to sing and play music that supports whole school and year level Masses. Students may also be expected to perform at other community functions which may be during school hours or outside school hours.

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# SENIOR SUBJECT OVERVIEW

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## Senior Subjects

To assist you with making the right senior subject selection for you, the following information has been provided which will provide more details on the subject, what is being studied and why you may wish to study this subject.

Please click on any of the subject headings in the list below to be taken to information specific to each subject.

| SUBJECTS   |                                    |
|--|------------------------------------|
| Art  | Legal Studies                      |
| Studio Arts - Photography                          | French                             |
| Visual Communication Design (VCD)                  | Indonesian                         |
| Drama  | General/Further Mathematics        |
| Media  | Mathematical Methods               |
| Music Performance                                  | Specialist Mathematics             |
| Music Style and Composition                        | Biology                            |
| English Unit                                       | Chemistry                          |
| English Language                                   | Environmental Science              |
| Literature   | Physics                            |
| Health and Human Development                       | Psychology                         |
| Physical Education                                 | Applied Computing - Data Analytics |
| Accounting   | Food Studies                       |
| Business Management                                | Product Design & Technology        |
| Geography  | Systems Engineering                |
| History - 20th Century, Australian and Revolutions |                                    |

### Timetabling Consideration

Due to the complex nature of timetabling classes, students will be encouraged to submit backup choices. The College will work to accommodate student choices. However, the College cannot guarantee that subjects will run or guarantee places in an elective class. Complexities with timetabling include, but are not exclusive, to class numbers, student clashes, and student numbers.

A photograph of two students, a boy and a girl, wearing blue art aprons over their school uniforms. They are both smiling and looking towards the camera. The boy in the foreground has braces and is holding a paintbrush. The girl behind him is also smiling and looking at the camera.

# ART

## CAREER LADDERS

You can click these links to discover occupations these subjects may lead to and the level of training required.

**ART:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Art.pdf>

**DRAMA:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/PerformingArts.pdf>

**MEDIA STUDIES:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/MediaStudies.pdf>

**MUSIC:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Music.pdf>

## Art - Units 1-4

Folio subjects are unlike a lot of other subjects at VCE level. To do well in them, folio subjects require a lot of effort.

Want to get into Design, Production or Fine Arts? In the same way that Methods makes sense for Engineering, folio subjects such as Art make sense for these aspirations. You might also simply be dedicated to Art or really good at Art and want to get a great subject score to help you along with your career plans. If you're passionate about the content and willing to put in the work, you will succeed!

Folios can be seen as personal projects – something a little different from other VCE subjects. You can work in clay, paint, wire and so many other materials. You can draw, sculpt, print, construct and more. There are so many options for your Folio development.

There's a lot more to folio subjects than might initially meet the eye, such as a large Art Appreciation component- looking, talking, analysing and writing about Art works.

For more information check out the VCAA Art Study Design or contact the Art teachers at Damascus who teach VCE ART.

VCE Art- A big tick and a sensible subject choice for people interested in Art.

Samples of artwork can be viewed at: [https://damascuscollege-my.sharepoint.com/:f:/g/personal/s\\_wolfe\\_damascus\\_vic\\_edu\\_au/EgT\\_nveAKktBilf7Rlrg410B-2PXEdU\\_t5THAGOT3FZozw?e=7wZcua](https://damascuscollege-my.sharepoint.com/:f:/g/personal/s_wolfe_damascus_vic_edu_au/EgT_nveAKktBilf7Rlrg410B-2PXEdU_t5THAGOT3FZozw?e=7wZcua)

[BACK TO SUBJECT LIST](#)

# Studio Arts - Photography

## Why would a student choose this subject?

- You enjoyed the idea of taking and processing your own photos to create artwork.
- Use the camera as our main tool for the creation of images
- You are considering a career as a photographer or in the creative arts.
- You enjoy managing your work in a folio.
- You enjoy working in a studio environment instead of the conventional classroom.
- You like to broaden your digital skills.
- You like going to art exhibitions

## This study enables students to:

- develop confidence collaborating with people in a studio or location shoot.
- learn post production techniques using creative programs such as Adobe Photoshop, Adobe Bridge, and Camera Raw.
- go on excursions to visit photography and art exhibitions.
- create original artworks using analogy and digital photographic techniques.
- maintain a folio of photographic techniques and skill building exercises.
- analysing and discuss artworks to develop of visual literacy.
- visit different types of galleries to see photographic artwork.
- have access to professional photographic studio equipment and traditional darkroom.

## Where can this subject lead?

VCE photography can lead to further study in imaging, design or the visual arts at a university level.

Numerous career paths can be followed from Tertiary education to the following:

- Performing or Visual Arts
- Retail and Manufacturing
- Education
- Professional Freelance Photography
- Digital Imaging Specialist
- Newspapers
- Government
- Production Houses.

Studying photography can also set you up with skills that can be enjoyed as a life-long recreational pursuit.

## Further information and examples of student work

[https://damascuscollege-my.sharepoint.com/:b:/g/personal/a\\_griffin\\_damascus\\_vic\\_edu\\_au/EcHdCaD4ViVJnLfZ\\_munFCYB69moL\\_dZlgGh1gbu9oGBLA?e=h3puHm](https://damascuscollege-my.sharepoint.com/:b:/g/personal/a_griffin_damascus_vic_edu_au/EcHdCaD4ViVJnLfZ_munFCYB69moL_dZlgGh1gbu9oGBLA?e=h3puHm)

BACK TO SUBJECT LIST

# Visual Communication Design (VCD)

## Why would a student choose this subject?

- You enjoyed VCD as an elective in a previous year.
- You are considering a career as a designer or in the creative arts.
- You like to manage your work in a folio.
- You enjoy the nonconventional classroom environment a visual art subject offers.
- You like to broaden your skills in design thinking, drawing and computers.

## This study enables students to:

- Use their imagination to solve design problems.
- Further develop drawing, design and computer skills.
- Listen to practicing designers talk about their work.
- Experiment with a range of media and materials.
- Use a design process to create interesting and fun visual communications.
- Go on excursions to design exhibitions, studios and print houses.
- Sit exams that are 60% practical based.
- Develop skills in problem solving, time management, creative and critical thinking, learn new IT skills, articulating ideas, seeking and responding to feedback.

## Where can this subject lead?

VCD is designed to develop a range of skills that are sought after in numerous creative careers, such as:

- Graphic Design
- Illustration
- 3D Modelling
- Animation
- Architecture
- Art direction
- Advertising
- Design Education
- Drafting
- Game Development
- Logo Design
- Web Design
- Visual Effects
- Branding/Merchandising
- Publication Design

## Further information and examples of student work

[https://damascuscollege-my.sharepoint.com/:b:/g/personal/a\\_griffin\\_damascus\\_vic\\_edu\\_au/ESoabK-Y6KFLQ9yp4haq-MB6Tn8urfTmofMnEhrLbM4xg?e=R3DcaE](https://damascuscollege-my.sharepoint.com/:b:/g/personal/a_griffin_damascus_vic_edu_au/ESoabK-Y6KFLQ9yp4haq-MB6Tn8urfTmofMnEhrLbM4xg?e=R3DcaE)

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# Drama

## Why would a student choose this subject?

If you liked this subject as an elective and you are a creative person who enjoys acting and expressing your ideas through creating, presenting and working on interesting, practical and fun performance- based projects, then Drama might be the subject for you.

## You would choose to continue in Drama if you enjoy and wish to improve and develop the following skills and abilities:

- Confidence and self-discipline.
- Collaboration; further develops your creative and organisational abilities and hones interpersonal and communication skills in a non-conventional classroom environment.
- Thinking; your ability to think imaginatively and divergently. Drama develops higher order thinking skills requiring us to view things from multiple perspectives.
- Connection & Empathy; not only with yourself and others, but with other cultures, traditions and most importantly with an audience.
- Literacy; through script writing, performance analysis and creative writing exercises.

## What sort of learning activities might they do?

- Performance creation in both a collaborative group and solo context.
- Play-making skills such as researching, brainstorming, improvisation, scripting, rehearsing and editing.
- Understanding and application of a variety of performance styles to assist in the creation of your own original work.
- Further development of expressive skills such as voice & movement.
- Excursions to live theatre performances (plays and musicals) and workshops run by professional performers.

## Where can this subject lead?

Careers or further study in this area at university or careers such as:

- Actor
- Radio Announcer
- Film and Television Industry
- Stage or Events Management
- Journalism
- Playwright
- Program Director
- Primary/Secondary Teacher
- Director
- Childcare/ Youth Worker
- Public Relations

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# Media

## Why choose Media?

Students might choose this subject for the following reasons:

- You enjoy making media products, like videos, photographs or posters.
- You are interested in how 'the media' works and how it influences what we see, hear and think.
- You are active in social media and would like to learn more about it.
- You enjoy viewing or listening to media products like films, TV shows, YouTube videos, podcasts etc. and would like to learn more about how they are made and how they can be analysed or understood.
- You are interested in 'old media' like records, video tapes and cassettes and would like to learn more about the history of media forms.

## What you may do

- Students in media will undertake a number of media production tasks (planning and making media products like videos, photographs, posters, radio shows or podcasts, websites or similar).
- The students will view media products such as films, TV shows, photographs, websites etc. to analyse their construction and their suggested meaning.
- Students will analyse the influence of media on their lives and society as a whole through a range of analytical tasks, including written tests, video productions and class discussions.

## Careers in Media

- Students of media develop skills that could take them into a career in the media industry, one of the largest and fastest-growing industries in the world.
- Students can enhance their media literacy, developing a better understanding of what they see, hear or read, and how these products might be attempting to shape their world view.
- Students of media can move from being passive consumers of media products to being active producers and active consumers with new understanding of the media production processes for enjoyment or profit.

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## Music Performance

### Why would you choose Music?

Students would choose this subject if they enjoy performing and analysing music and have previous experience in learning an instrument (including voice).

### What you may do

Students are engaged in the following:

- Solo and Group performance,
- Music Analysis
- Aural Work (activities based around the performance of pitch and rhythm)
- Music Language Tasks (theory and written analysis).

They prepare a program of performance on their instrument as a soloist and as part of a group which is performed at the end of each Unit.

### Careers and Tertiary Pathways

This subject leads directly to University courses and other tertiary education in private colleges to study teaching, performance, composition, music administration or music therapy.

This subject can also lead to work within the music industry as a performer, composer or as part of crew, administration or management.

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## Music Style and Composition

### Why would you choose Music?

Students would choose this subject if they enjoy creating music on an instrument and/or using technology and analysing the elements of music within a composition.

### What you may do

Students are engaged in:

- Listening and written tasks that explore the elements of music.
- They use the elements of music to create their own compositions based on given structures and reflect on these compositional tasks using music terminology.
- Students are required to create a folio of works that they have composed which is supported by annotations and analysis.

### Careers and Tertiary Pathways

This subject leads directly to University courses and other tertiary education in private colleges to study teaching, performance, composition, music administration or music therapy.

This subject can also lead to work within the music industry as a performer, composer or as part of crew, administration or management.

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# ENGLISH

## CAREER LADDERS

You can click this link to discover occupations these subjects may lead to and the level of training required.

**ENGLISH:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/English.pdf>

## English Unit 1-4 English as an Additional Language (EAL)

### Why choose English?

- VCE English focuses on effective written and spoken communication. These skills allow to engage with the world around us and are essential in social, political, professional and academic settings. The study of English in VCE is very similar to English in middle school. However, in Years 11 and 12, students build on their existing skills and knowledge and are challenged to interpret texts. In this way, students develop the confidence to bring their own views and values to bear on the way a text is constructed.

### What's it about?

- English is a vibrant study of reading and thinking about texts before responding to their main ideas and concerns. In the English classroom, students are expected to think critically about the world around them and examine the way writers, speakers and film makers create meaning through story-telling and presenting argument.

### Subject Outline:

#### Unit 1

##### AOS 1: Reading and creating texts

- Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text.

##### AOS 2: Analysing and presenting argument

- Students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument.

## Unit 2

### **AOS 1: Reading and comparing texts**

Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text.

### **AOS 2: Analysing and presenting argument**

- Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

## Unit 3

### **AOS 1: Reading and creating texts**

- Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

### **AOS 2: Analysing argument**

- Students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1st September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

### **AOS 3: (EAL Students only) Listening to texts**

- Students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.

## Unit 4

### **AOS 1: Reading and comparing texts**

- Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

### **AOS 2: Presenting argument**

- Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1st September of the previous year.

**Interesting career options:**

- Communications
- Creative Arts
- Digital media
- Education
- Film making
- Human Resources
- Journalism or Professional writing
- Law
- Politics
- Public Relations
- Radio or television production

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# English Language Units 1 – 4

## Why choose English Language?

- English Language is an interesting, academic examination of the way English works and a study of how the language has come to be. If you like sociology, linguistics, history and anthropology, English Language might be for you. It does require rigorous study of metalanguage so that students can analyse various texts and write in depth about the influences on English in its many forms: written, spoken, formal, and informal.

## What's it about?

- English Language focuses on the subsystems of language, the way we learn to speak, how English has evolved over time and it looks into how we use English to understand ourselves and the world. Students think about, discuss and write on the way we communicate through English. They also examine how English has changed over time and has evolved in different places.

## Subject Outline:

### Unit 1 Language and communication

#### AOS 1: The nature and functions of language

- Students explore the nature of language and the various functions language performs in a range of contexts. They consider the properties that distinguish human communication as unique, the differences between modes of spoken and written language, and the relationship between meaning and the rules that govern language use.

#### AOS 2: Language acquisition

- Students focus on the developmental stages of child language acquisition. Students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.

### Unit 2 Language Change

#### Area of Study 1: English across time

- Students examine the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from within the language itself, from social transformation, and from contact with other languages. They explore language change across all subsystems as represented in texts that traverse the history of English.

#### Area of Study 2: Englishes in contact

- Students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact. Students explore the ways English is used as an expression of culture in a range of literary, transactional and popular-culture texts.

### Unit 3 Language variation and social purpose

#### AOS 1: Informal language

- Students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit a particular social purpose. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

## **AOS 2: Formal language**

- Students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

## **Unit 4 Language Variation and identity**

### **AOS 1: Language variation and Australian society**

- Students examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. Australian English has much in common with world Englishes from other continents, but the language has also developed features across all subsystems of language that distinguish it from world Englishes.

### **AOS 2: Individual and group identities**

- Students focus on the role of language in reflecting and constructing individual and group identities. They examine how language users are able to play different roles within speech communities and to construct their identities through subconscious and conscious language variation, according to age, gender, occupation, interests, aspiration and education.

### **Interesting career options:**

- Academia
- Digital media
- Editing
- International relations
- Law
- Linguistics
- Politics
- Translating

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# Literature Units 1 – 4

## Why choose Literature?

- Literature immerses students in the world of a text where they study the contextual influences on writers, directors, poets and playwrights. Students who like to look closely at language and the messages in short stories, novels, plays and live performance will enjoy Literature. This study encourages students to write creatively and analytically and to share their ideas about texts with classmates.

## What's it about?

- A fun, interactive literature class takes time to ponder the bigger questions in life, as reflected by various forms of literary work. Students discuss different ways to understand texts by considering different literary perspectives. Thinking about the way we read and some of the factors that influence the way we respond to a text is very important in Literature.

## Subject Outline:

### Unit 1: Approaches to literature

#### AOS 1: Reading practices

- Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text.

#### AOS 2: Ideas and concerns in texts

- Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented.

### Unit 2: Contexts and connections

#### AOS 1: The text, the reader and their contexts

- Students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts.

#### AOS 2: Exploring connections between texts

- Students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

### **Unit 3: Form and transformation**

#### **AOS 1: Adaptations and transformations**

- Students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

#### **AOS 2: Creative response to texts**

- Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure.

### **Unit 4: Interpreting texts**

#### **AOS 1: Literary perspectives**

- Students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created.

#### **AOS 2: Close analysis**

- Students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed.

#### **Interesting career options:**

- Academia
- Digital Media
- Education
- Librarianship
- Performance
- Politics
- Research
- Screen writing

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# HEALTH AND PHYSICAL EDUCATION

## CAREER LADDERS

You can click these links to discover occupations these subjects may lead to and the level of training required.

**HEALTH:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Health.pdf>

**PHYSICAL EDUCATION:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/pe.pdf>

## Health and Human Development

### Why Health and Human Development?

VCE Health and Human Development takes a broad approach to understanding 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 interventions.

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

Students develop an understanding of health as they connect their learning to their lives, communities and the world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

### What you will do?

This study enables students to:

- Understand the complex nature of health and wellbeing, and human development
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks

- Develop understanding of the Australian healthcare system and the political and social values that underpin it
- Apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- Propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

### **Careers in Health and Human Development?**

- Allied Health Services
- Education
- Nursing
- Humanitarian Aid Work,
- Mental Health Agencies
- Services for Adolescents, Older Adults and Special Needs Services
- International Relations
- Case Management & Human Services
- Community Health Research and Policy Development

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# Physical Education

## Why Physical Education?

VCE Physical Education explores the 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 influence performance and participation in physical activity, sport and exercise.

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. 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.

## What you will do?

This study enables students to:

- Use practical activities to understanding of the influences on participation and performance in physical activity, sport and exercise
- Develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement
- Critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

## Careers in Physical Education?

- Sports Science
- Physiotherapy
- Sports Science
- Teaching
- Professional Sportsperson
- Sports Coach/Consultant
- Diet and Fitness Instructor
- Health Promotion
- Health Science
- Personal Trainer
- Sports policy at local and national level

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# HUMANITIES

## CAREER LADDERS

You can click these links to discover occupations these subjects may lead to and the level of training required.

**ACCOUNTING:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Economics.pdf>

**BUSINESS STUDIES:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/BusinessStudies.pdf>

**GEOGRAPHY:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Geography.pdf>

**HISTORY:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/History.pdf>

## Accounting

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

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## Business Management

Business Management students who typically undertake a Units 1-4 sequence will investigate the nature of Planning a Business, Establishing a Business, Managing a Business and Transforming a Business.

Student in Units 1 and 2 will investigate the nature of entrepreneurship, the rules and regulations, and the importance of concept development. Students may also attempt to create their own small business.

Students in Units 3 and 4 study how to manage employees through motivational theory, good cultural practices and good workplace relations. Finally, they investigate how to improve workplaces by reviewing performances and implementing change.

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## Geography

Students typically investigate Hazards and Disasters in Unit 1 and Tourism in Unit 2. They will identify particular characteristics of, and how governmental bodies respond to issues of, disasters and the impact of Tourism on a local, national and global scale.

In Units 3 and 4 students investigate the Use of land and the changing land. They will conduct a fieldwork study to identify how land is used and how it is changing and the impacts that has on local, national and global scale. Finally, they will also investigate the changing nature of “Human populations”, again on local, national and global scale.

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## History – 20th Century, Australian and Revolutions

In Units 1 & 2, Students typically investigate events of the 20th Century to understand the nature and impact of ideologies and conflicts. They study how these events impact the social nature of a society through its economics and cultural activities and impacts on people.

In Units 3 and 4 students may wish to investigate either or both histories, early Australian History or the Revolutions of Russia/Soviet and China. Again they will investigate the impact of how events shape people and places.

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## Legal Studies

VCE Legal Studies examines the institutions and principles which are essential to Australia’s legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Students in Legal Studies typically undertake studies in Guilt and Liability, sanctions, remedies, rights and people in the law. Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation.

Students also investigate the Victorian Justice System, which includes the criminal and civil justice systems. It aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.

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# LANGUAGES

## CAREER LADDERS

You can click this link to discover occupations these subjects may lead to and the level of training required.

**LANGUAGES:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Languages.pdf>

## French

### Why Languages?

- Languages are much more than being able to speak to locals when on holiday in a foreign country. It's an opportunity to gain deep insight into another culture which fosters tolerance and understanding between people. As our cities become more diverse, we are in a far stronger position to communicate with others when we have another language in our repertoire. We also begin to appreciate our own culture just as much.
- Learning a foreign language allows us to develop many skills which are relevant for our other subjects too: analytical skills, problem-solving skills, creativity, listening and communication skills, as well as enhancing memory. We also learn more about English when we study a foreign language.
- Learning a foreign language makes us more employable in the future. Business skills and foreign language skills go hand in hand; you are at a distinct advantage in the global market if you are able to speak another language. An employee is much more valuable if they are able to communicate successfully with a range of people from other countries.

### What you may do

In the languages classroom, you will focus on 3 specific themes: the individual, the French-speaking communities and the world around us. We learn about these 3 themes through the 5 skills of listening, speaking, reading, writing and viewing, all of which are taught through the use of authentic texts.

We also learn how to write in a variety of text types e.g. an article, an email, a review and blog, in a variety of styles, including personal, imaginative, persuasive, informative and evaluative.

There are 3 Outcomes for each unit, all of which have a spoken interaction, interpretation from one or more texts (listening and/or reading) and French in written form.

Some of the topics that we cover are similar to ones you will have seen in Years 7 to 10 e.g. friends, family, leisure, health, school systems, and travel. However, at VCE, the topics are treated in more depth, reflect the current situation in France and students are expected to discuss them with greater sophistication.



Some of the topics are new e.g. technology and media, society, youth issues and subcultures, migration and multiculturalism. These topics are very relevant for today's world and allow the student to form opinions and express their ideas with confidence.

## **Careers with Languages**

Careers, which directly relate to languages are:

- Interpreter
- Translator
- Politics
- Teacher
- Researcher
- Tour guide
- Hospitality.

Careers where your study of language would be useful include:

- Journalist
- Detective
- Diplomatic Service
- Teacher
- International Aid Worker
- Logistics and Distribution Manager
- Marketing Executive
- Sales Executive
- Tour Manager
- Military
- Hospitality
- Writer.

Industries which actively seek language students include:

- Hospitality
- Teaching
- Journalism
- Retail
- Medicine
- Law
- Tourism
- Business Management
- Intelligence
- Customer Service
- Military
- Humanitarian Roles.

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# Indonesian

## Why Languages?

- Languages are much more than being able to speak to locals when on holiday in a foreign country. It's an opportunity to gain deep insight into another culture which fosters tolerance and understanding between people. As our cities become more diverse, we are in a far stronger position to communicate with others when we have another language in our repertoire. We also begin to appreciate our own culture just as much.
- Learning a foreign language allows us to develop many skills which are relevant for our other subjects too: analytical skills, problem-solving skills, creativity, listening and communication skills, as well as enhancing memory. We also learn more about English when we study a foreign language. It's no surprise that students who study Indonesian have been known to score well in subjects like English Language and Literature.
- Learning a foreign language makes us more employable in the future. Business skills and foreign language skills go hand in hand; you are at a distinct advantage in the global market if you are able to speak another language. An employee is much more valuable if they are able to communicate successfully with a range of people from other countries.

## Studying Indonesian in 2021

In the languages classroom, you will focus on 3 specific themes: the individual, the Indonesian-speaking communities and the world around us. We learn about these 3 themes through the 5 skills of listening, speaking, reading, writing and viewing, all of which are taught through the use of authentic texts.

We also learn how to write in a variety of text types e.g. an article, an email, a review and blog, in a variety of styles, including personal, imaginative, persuasive, informative and evaluative.

There are 3 Outcomes for each unit, all of which have a spoken interaction, interpretation from one or more texts (listening and/or reading) and Indonesian in written form.

Some of the topics that we cover are similar to ones you will have seen in Years 7 to 10 e.g. friends, family, leisure, health, school systems, and travel. However, at VCE, the topics are treated in more depth, reflect the current situation in Indonesia and students are expected to discuss them with greater sophistication.

Some of the topics are new e.g. technology and media, society, youth issues and subcultures, migration and multiculturalism. These topics are very relevant for today's world and allow the student to form opinions and express their ideas with confidence.

## Careers with Languages

Learning a language opens many doors. Indonesia is the 16th largest economy in the world and is steadily growing. It is predicted that within decades it will be a global superpower. Careers, which directly relate to languages, are interpreter, translator, politics, teacher, researcher, tour guide, hospitality. Also, fluent Indonesian speakers in Australia are few and far between, and for this reason having Indonesian as a second language can be a great help to your career prospects.

## Careers where your study of language would be useful include:

- Journalist
- Marketing Executive
- International Aid Worker
- Hospitality
- Writer
- Logistics and Distribution Manager
- Sales Executive
- Detective
- Tour Manager
- Diplomatic Service
- Military
- Teacher

**Industries, which actively seek language students, include:**

- Hospitality
- Teaching
- Journalism
- Retail,
- Medicine
- Law
- Tourism
- Business Management
- Intelligence
- Customer Service Military
- Humanitarian Roles

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# MATHS

## CAREER LADDERS

You can click this link to discover occupations these subjects may lead to and the level of training required.

**MATHEMATICS:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Mathematics.pdf>

## VCE Mathematics

### Why study Mathematics?

'At its core, Mathematics is about logical thinking – there's no other place than Mathematics where you're going to acquire such effective logical thinking skills.'

Dr Julien Ugon, School of Information Technology, Deakin University

It is for this reason that Mathematics is often a prerequisite for many courses including health and nursing, finance, engineering and construction and information technology. Even when is not specifically listed as a prerequisite, a VCE level of Mathematics is often assumed knowledge and for many careers, such as the police force or teaching, applicants have numeracy tests as part of their entry process.

In VCE we currently have three levels of Mathematics

- General/Further Mathematics
- Mathematical Methods
- Specialist Mathematics

## Units 1&2 General Mathematics & Units 3&4 Further Mathematics

This pathway offers topics from a breadth of different areas and is the most common pathway at VCE. It includes numerical and statistical content that would support future studies in a variety of different courses and careers such as finance and health sciences.

### General Mathematics Unit 1

- Computation and practical arithmetic.
- Graphs and Networks
- Linear Relations
- Investigating and comparing data distributions

For Unit 2 content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2

### General Mathematics Unit 2

- Linear Graphs and Models
- Investigating relationships between two numerical variables
- Matrices
- Financial Arithmetic

### Further Mathematics Unit 3

Further Mathematics Unit 3 consists of two areas of study

- Data Analysis
- Recursion and financial modelling

### Further Mathematics Unit 4

This Unit comprises two modules to be completed in their entirety, from a selection of four possible modules.

At Damascus College we choose to study:

- Matrices
- Networks and Decision Maths

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## Mathematical Methods Units 1 – 4

This is the more traditional senior Mathematics course and the concepts covered in this unit are often necessary for a future that involves modelling such as economics and marketing. Students intending to study the physical sciences or engineering should consider taking Mathematical Methods. Units 3&4 Mathematical Methods can only be taken after completing Units 1&2 which is assumed knowledge and could be tested in the final examinations.

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics.

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## Specialist Mathematics Methods Units 1-4

This course is an extension of the Mathematical Methods course and can only be taken in conjunction with Mathematical Methods. Student who want to study Mathematics, Engineering, Algorithmics or Analytics at tertiary level, are encouraged to study Specialist Mathematics.

### Specialist Mathematics Unit 1

- Number systems and recursion
- Geometry in the plane and proof
- Variation
- Principles of counting

### Specialist Mathematics Unit 2

- Graphs of non-linear relations
- Vectors
- Transformations, trigonometry and matrices
- Simulation, sampling and sampling distributions

### Specialist Mathematics Units 3&4

- Functions and Graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

#### Combinations of Mathematics units

| Units 1 and 2  | Units 3 and 4  |
|--|--|
| Foundation Mathematics*  | Further Mathematics  |
| General Mathematics  | Further Mathematics  |
| Mathematical Methods   | Mathematical Methods or Further Mathematics                          |
| General Mathematics and Mathematical Methods                           | Mathematical Methods and/or Further Mathematics                      |
| Mathematical Methods**   | Mathematical Methods and Specialist Mathematics                      |
| Mathematical Methods and General Mathematics                           | Mathematical Methods and Specialist Mathematics                      |
| Mathematical Methods and Specialist Mathematics                        | Mathematical Methods and Specialist Mathematics                      |
| General Mathematics or Specialist Mathematics and Mathematical Methods | Further Mathematics, Mathematical Methods and Specialist Mathematics |

\* For this combination of units students wishing to progress to Further Mathematics Units 3 and 4 will need to undertake some supplementary study with respect to assumed knowledge and skills for Area of Study 1.

\*\* For this combination of units students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4.

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# SCIENCE

## CAREER LADDERS

You can click these links to discover occupations these subjects may lead to and the level of training required.

**BIOLOGY:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Biology.pdf>

**CHEMISTRY:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Chemistry.pdf>

**ENVIRONMENTAL SCIENCE:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/EnviroScience.pdf>

**PHYSICS:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Physics.pdf>

**PSYCHOLOGY:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/SocialScience.pdf>

## UNIT 1- 4 Biology

### Why choose VCE Biology?

Did you enjoy the Year 7-10 Biology units such as Classification, Cells and Microscopes, Brain and Nervous System, Diseases and Genetics, the Chemistry- Biology elective, the Psychology- Biology elective or the Science for Life elective? If yes, then VCE Biology is for you!

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

You will develop a range of inquiry skills including practical experimentation, research and analytical skills including critical and creative thinking, and communication skills.

The study of VCE biology forms a nice partnership with Chemistry, Psychology, Environmental science and Physical Education.

**VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers including:**

- Botany
- Genetics
- Immunology
- Microbiology
- Pharmacology
- Zoology

## **Biology is applied in many careers fields including:**

- Biotechnology
- Dentistry Ecology
- Education
- Food Science
- Forestry
- Health Care
- Horticulture
- Medicine
- Optometry
- Physiotherapy
- Veterinary Science

## **Biologists also work in cross-disciplinary areas such as:**

- Bushfire Research
- Environmental Management and Conservation
- Forensic science
- Geology
- Medical Research
- Sports Science

You could find yourself studying Biology in your first year of your university or TAFE course. How much easier will it be if you have studied Biology in VCE?

## **What's it about?**

### **Unit 1: How Do Things Stay Alive?**

#### **AOS 1: How do organisms function?**

- Structure and function of cells
- Crossing the plasma membrane
- Energy transformations
- Functioning systems

#### **AOS 2: How do living things sustain life?**

- Adaptations
- Homeostasis
- Classification
- Relationships within an ecosystem

#### **AOS 3: Practical Investigation**

- Experimental design, investigation and report

### **Unit 2: How is continuity of life maintained?**

#### **AOS 1: Reproduction**

- The cell cycle
- Asexual and sexual reproduction
- Cell growth and differentiation

**AOS 2: Inheritance**

- Genomes, genes and alleles
- Chromosomes
- Genotypes and phenotypes
- Pedigree charts, genetic crosses, genetic testing

**AOS 3: Investigation of an issue**

- Investigation and report on an issue in reproduction/inheritance

**Unit 3: How do cells maintain life?****AOS 1: How do cellular processes work?**

- Plasma membranes
- Proteomics and enzyme function
- Gene structure and regulation
- Biochemical processes
- Cellular Respiration and Photosynthesis

**AOS 2: How do cells communicate?**

- Cellular signalling
- Responding to antigens
- Immunity and the immune response
- Disorders and malfunctions of the immune system

**Unit 4: How does life change and respond to challenges over time?****AOS 1: How are species related?**

- Changes in the genetic makeup of a population
- Changes in biodiversity over time
- Determining relatedness between species
- Human change over time

**AOS 2: How do humans impact on biological processes?**

- DNA manipulation
- Biological knowledge and society

**AOS 3: Practical Investigation**

- Experimental design, investigation and report

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# UNIT 1- 4 Chemistry

## Why choose Chemistry?

Did you enjoy the Year 7-10 Chemistry units such as Elements, compounds and mixtures, separation of mixtures, Atomic structure, Chemical reactions, writing chemical formulae and equations, the Food and Consumer science unit, the Chemistry-Biology elective or the Physics-Chemistry elective?

## If yes, then VCE Chemistry is for you!

VCE Chemistry enables students to understand the connections between the structure and properties of materials around them – Why is glass brittle but plasticine can be moulded? Why does copper conduct electricity but rubber does not? They learn how the basic structure of matter determines why and how different materials are formed. Students learn how to use chemical reactions as a method of analysis, as well as synthesis of new materials. They will learn the tools chemists use to measure matter, energy and to control reactions. The subject involves both theory and a significant amount of practical work, as students put the principles learned into practice.

Students will develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

## Chemistry covers a wide range of areas including:

- Organic Chemistry (chemistry of carbon compounds)
- Biochemistry (chemistry of life), Analytical Chemistry
- Inorganic Chemistry.

## VCE Chemistry is a stepping stone to a wide range of careers which include:

- Agriculture
- Dentistry
- Dietetics
- Engineering
- Environmental Science
- Forensics
- Horticulture
- Medicine
- Metallurgy
- Meteorology
- Pharmacy
- Sports Science
- Vet Science

The study of VCE chemistry forms a nice partnership with Biology, Physics, and Environmental Science.

## What's it about?

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

#### AOS 1: How can knowledge of elements explain the properties of matter?

- Elements and the Periodic Table
- Metals
- Ionic Compounds
- Quantifying atoms and compounds

## **AOS 2: How can the versatility of non-metals be explained?**

- Materials made from molecules
- Carbon lattices and carbon nanomaterials
- Organic Compounds
- Polymers

## **AOS 3: Research Investigation**

### **Unit 2: What makes water such a unique chemical?**

#### **AOS 1: How do substances interact with water?**

- Properties of water
- Water as a solvent
- Acid-Base (proton transfer) reactions in water
- Redox (electron transfer) reactions in water

#### **AOS 2: How are substances in water measured and analysed?**

- Water sample analysis
- Measurement of solubility and concentration
- Analysis of salts in water
- Analysis of organic compounds in water
- Analysis of acids and bases in water

#### **AOS 3: Practical Investigation Poster**

### **Unit 3 - How can chemical processes be designed to optimise efficiency?**

#### **AOS 1 – What are the options for energy production?**

- Comparing fuels especially fossil fuels vs biofuels
- Thermochemical equations, exothermic and endothermic reactions
- Calculations determining volume of gases released and energy produced
- Electrical energy from chemical reactions – galvanic cells (batteries), fuel cells and their applications

#### **AOS 2 – How can the yield of a chemical product be optimised?**

- Controlling rate of reaction
- Understanding chemical equilibrium
- Electrolysis

### **Unit 4 - How are organic compounds categorised, analysed and used?**

#### **AOS 1 – How can the diversity of carbon compounds be explained and categorised?**

- Drawing and naming organic compounds
- Typical organic reactions and pathways
- Analysis techniques - mass spectroscopy, IR, NMR, HPLC and titrations

#### **AOS 2 – What is the chemistry of food?**

- Structure and uses of proteins, carbohydrates, fats/oils, vitamins, enzymes
- Comparison of energy content of different foods, including using calorimetry as a means of determining energy release of reactions

#### **AOS 3 Practical Investigation Poster**

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# UNIT 1 - 4 Environmental Science

## Why choose VCE Environmental Science?

Environmental Science is a unique subject within the Science portfolio. In Years 7 – 10 Science, you've been used to jumping between topics derived from different sciences: biology, chemistry, physics and psychology. As you go into the VCE years, there is the opportunity to specialise in those sciences.

VCE Environmental Science offers a different experience. It draws on aspects of the other sciences, and within a systems approach you start to see how aspects such as the chemistry of pollution, the physics of the atmosphere and climate change, and the biology of ecosystems all interact: a more holistic understanding of how life on Earth is sustained.

You will examine how we as humans plan for and monitor our relationship with the earth's systems through political frameworks informed by ethical and social values.

Practical inquiry skills are central to the course. Expect plenty of fieldwork, and field trips to study conservation of endangered species, biodiversity or sustainable resource management. You will need to develop further your skills in setting up laboratory practicals, analysis of results and communication of findings. The high public profile of environmental issues like water management and bushfire prevention means that case studies offer you challenging opportunities for critical and creative thinking.

## VCE Environmental Science provides for continuing study pathways within the following fields and leads to a range of careers, including:

- Architecture and Landscape Design
- Engineering and Urban Planning
- Environmental Consultancy and advocacy
- Environmental Monitoring and Control
- Agriculture
- Construction
- Mining
- Property Management
- Water Quality Engineering

## Environmental scientists also work in cross-disciplinary areas such as:

- Bushfire Research
- Environmental Management and Conservation
- Geology
- Oceanography

The study of VCE Environmental science forms a nice partnership with Biology, Chemistry and Physics.

## What's it about?

### Unit 1: How are Earth's systems connected?

#### AOS 1: How is life sustained on Earth?

- Earth and its major systems
- Processes that create the essential conditions for life
- Inputs and outputs for life

### **AOS 2: How is Earth a dynamic system?**

- Systems thinking
- Environmental change
- Environmental factors that affect Earth over time

### **AOS 3: Practical Investigation**

- Students design and undertake a practical investigation
- relating to the monitoring of ecosystems

## **Unit 2: How can pollution be managed?**

### **AOS 1: When does pollution become a hazard?**

- Characteristics, sources and transport mechanisms of pollutants
- Measurement and monitoring of pollutants
- Treatment and management of pollutants

### **AOS 2: What makes pollution management so complex?**

- Air pollution
- Water pollution
- Soil pollution

### **AOS 3: Case study**

- Apply and extend Unit 2 knowledge and skills to a case study of local interest

## **Unit 3: How can biodiversity and development be sustained?**

### **AOS 1: Is maintaining biodiversity worth a sustained effort?**

- The importance of biodiversity
- Biodiversity change over time
- Measuring changes in biodiversity
- Threats to biodiversity
- Protection and restoration of biodiversity

### **AOS 2: Is development sustainable?**

- Definitions of ecological sustainability
- Application of sustainability principles to development
- Case studies

## **Unit 4: How can the impacts of human energy use be reduced?**

### **AOS 1: What is a sustainable mix of energy resources?**

- Comparison of different energy sources
- Use of science to reduce the impacts of energy use

### **AOS 2: Is climate predictable?**

- Major factors that alter Earth's atmosphere
- Measurements that give useful information about changes in the climate
- Consequences of changing the composition of gases in the atmosphere

### **AOS 3: Practical investigation**

- Design and undertake a practical investigation relating to biodiversity / energy use

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# UNIT 1 - 4 Physics

## Why choose VCE Physics?

Did you enjoy the Year 7-10 Physics units such as forces, astronomy, simple machines, light and sound, electricity, motion, or the Physics-Chemistry elective?

Are you interested in what the universe is made up of, how big it is and how things interact inside it?

Do you enjoy figuring out how things work?

If yes, then VCE Physics is for you!

Physics is a science based on observations, experiments, measurements and mathematical analysis with the purpose of finding explanations for phenomena occurring from the tiny subatomic scale through to the enormous galaxies in the Universe.

While much scientific understanding in physics has stood the test of time, many other areas continue to evolve.

Physics students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and physical laws.

They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

You will develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

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

## 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
- Radiography.

## Physicists also work in cross-disciplinary areas such:

- Bushfire Research
- Climate Science
- Forensic Science
- Geology
- Materials Science
- Neuroscience
- Sports Science.

You could find yourself studying Physics in your first year of your university or TAFE course. How much easier will it be?

## **The study of VCE Physics forms a nice partnership with:**

- Chemistry
- Mathematics
- Systems
- Physical Education
- Environmental science

## **What's it about?**

### **Unit 1: What ideas explain the physical world?**

#### **Thermodynamics - How can thermal effects be explained?**

- Laws of Thermodynamics
- Energy transfer of heat
- Specific Heat Capacity and Latent Heat
- Wien's Law and Stefan-Boltzmann Law
- Electromagnetic Spectrum
- Global Issues relating to Heat and Energy

#### **Electricity - How do electric circuits work?**

- Voltage, current and resistance
- Circuits
- Electrical devices (voltmeters & ammeters)
- Energy (Light and heat)
- AC/DC
- Safety devices (circuit breakers)

#### **Universe Origins - What is matter and how is it formed?**

- Big Bang
- Time and Space
- Sub-atomic particles, quarks, neutrinos
- Standard Model
- Radioactive Decay
- Mass and Energy
- Fusion and Fission

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

#### **Mechanics of Motion - How can motion be described and explained?**

- Displacement, velocity and acceleration
- Gravity and forces (Newton's Three Laws)
- Friction
- Energy and work
- Momentum
- Torque

#### **Detailed Study - What are stars?**

- Electromagnetic Radiation
- Spectroscopy
- Star Classification and Life Cycle
- Galaxies and Black Holes
- Nuclear Fusion and  $E=mc^2$
- Chemical Composition

### **Unit 3: How do fields explain motion and electricity?**

#### **Field Theory – How do things move without contact?**

- Gravity
- Electricity
- Magnetism
- Satellite Motion
- Electrical DC Motors
- Linear Accelerators

#### **Electrical Energy – How are fields used to move electrical energy?**

- AC and DC Electricity
- Electricity Transmission
- Transformers
- AC Generators

#### **Motion – How fast can things go?**

- Newton's Laws
- Circular Motion
- Projectile Motion
- Speed of light
- Special Relativity
- Force, Energy and Mass
- $E = mc^2$

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

#### **Light and Waves – How can waves explain the behaviour of light?**

- Properties of Waves
- Refraction
- Doppler Effect
- Interference
- Diffraction

#### **Interactions of Light and Matter – How are light and matter similar?**

- Photoelectric effect
- Matter waves
- Production of Light from Matter
- Absorption and Emission Spectra
- Quantum Theory

#### **Practical Investigation**

- Students design and undertake a practical investigation related to waves or fields or motion.
- Production of a Poster.

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# UNIT 1 - 4 Psychology

## Why choose Psychology?

Do you find ...

- Human behaviour interesting?
- How the human brain works of interest?

Are you curious ...

- Why you display some similar traits to your siblings/parents but also display different traits?
- How sleep can impact on your mental function?
- Why you can recall useless information instead of the 'important' information?

If yes, then VCE Psychology is for you!

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. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. (VCAA, Psychology Study Design, 2016)

**VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers which include, but are not limited to:**

- Forensic Psychology
- Clinical Psychology
- Educational Psychology
- Health Psychology
- Sport and Exercise Psychology
- Counselling Psychology

The study of VCE Psychology forms a nice partnership with Biology, P.E. and HHD.

## What's it about?

### Unit 1: How are behaviour and mental processes shaped?

#### AOS 1: How does the brain function?

- Role of the brain in mental processes and behaviour
- Structure and function of the brain and nervous system
- Brain plasticity and brain damage

#### AOS 2: What influences psychological development?

- The complexity of Psychological development
- Interaction of environmental and hereditary factors
- Critical and sensitive periods in psychological development
- Emotional, Cognitive and Psychosocial development across the lifespan of the individual

### **AOS 3: Student-directed research investigation**

- Investigate a question related to brain function and/or psychological development
- Analyse scientific research
- Research methods in Psychology
- Ethical Principles in Psychology

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

### **AOS 1: What influences a person's perception of the world?**

- Sensation and perception – processing and interpretation of sensory information particularly taste and vision
- Influence of biological, psychological and social factors on visual and gustatory perception
- Distortions of perception of taste and vision

### **AOS 2: How are people influenced to behave in particular ways?**

- Social Relationships
- Group Behaviour, including media influences
- Status and power within groups
- Attitudes and attitude formation
- Prejudice and discrimination, bullying
- Describing and measuring intelligence and personality

### **AOS 3: Student-directed research investigation**

- Students design and undertake a practical investigation related to external influences on behaviour.
- Research methods in Psychology
- Ethical Principles in Psychology

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

### **AOS 1: How does the nervous system enable psychological functioning?**

- Role of the nervous system
- Neurons and neurotransmitters
- Stress and health – sources of stress; strategies for coping with stress; models of stress as a biological or psychological process

### **AOS 2: How do people learn and remember?**

- Neural basis of learning and memory – neural plasticity, memory formation, learning
- Defining Learning, behaviour not dependent on learning
- Classical & operant conditioning
- Observational learning and 'Little Albert' experiment
- Ethical considerations in learning
- Processes of memory – short term memory, long term memory, interaction of different areas of the brain
- Memory - Processing information, retention, retrieval
- Effects of brain trauma on memory, Context and state dependent cues; maintenance and elaborative rehearsal; serial position effect
- Reconstruction of memories and eye witness testimony

## **Unit 4: How is wellbeing developed?**

### **AOS 1: How do levels of consciousness affect mental processes and behaviour?**

- Describing states of consciousness
- Normal waking consciousness
- Altered states of consciousness
- Measuring physiological responses
- Methods used to study sleep
- Characteristics and patterns of sleep
- Sleep differences across the lifespan
- Theories and function of sleep
- Sleep deprivation
- Sleep disorders and treatment

### **AOS 2: What influences mental wellbeing?**

- Defining mental health
- Mental health continuum
- Typical characteristics of a mentally healthy person
- Ethical considerations in mental health research
- Factors that contribute to the development and progression of mental health disorders
- Biopsychosocial Framework
- Anxiety Disorders – Phobias
- Maintenance of mental health

### **AOS 3: Practical Investigation**

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# TECHNOLOGY

## CAREER LADDERS

You can click these links to discover occupations these subjects may lead to and the level of training required.

**COMPUTING & IT:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/computing&it.pdf>

**FOOD STUDIES:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Food.pdf>

**PRODUCT DESIGN & TECHNOLOGY:** <https://geg-web.s3-ap-southeast-2.amazonaws.com/public/files/original/Engineering.pdf>

## Applied Computing - Data Analytics Units 3 & 4

### Why Applied Computing?

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. It examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

### What you may do

In Units 1 & 2 students will focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students also focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In Unit 3 & 4 students focus on data, information and information systems. They consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. Students then focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

**Assessment activities:**

- Interpret Data
- Develop Graphic Solutions
- Design a network with wireless capability
- Design and develop a website with others

Use a programming or scripting language to develop working modules

**Careers with Applied Computing:**

- VCE Applied Computing provides a pathway to further studies in areas such as:
- Business Analysis
- Computer Science
- Cybersecurity
- Data Analytics
- Data Science
- Data Management
- Games Development
- ICT
- Networks
- Robotics
- Software Engineering
- Telecommunications
- Other careers relating to digital technologies.

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# Food Studies

## Why Food Studies?

This study 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. In Food Studies the preparation and production of food, on both a small (home) and a commercial scale, is the main focus.

## What you may do

In Unit 1 students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. From the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia.

In Unit 2 students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.

In Unit 3 & 4 students focus early on the science of food. Then they study evidence-based principles, to develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. Students focus on patterns of eating in Australia and the influences on the food we eat. Students also address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources.

## Assessment activities:

- Research Tasks
- Written Report
- Media Analysis
- A range of practical activities with practical records
- Sensory evaluations of food.

## Careers with Food Studies:

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

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# Product Design & Technology

## Why Product Design & Technology?

If you wish to engage in technological tasks that call on your knowledge and understanding of materials and production processes to design and make products suitable for an intended purpose then Product, Design and Technology is for you. You will build on work done in Years 7-10 and will require students to produce a practical product using the design process.

## What you may do

In Units 1 & 2 often involves the refinement and improvement of existing products. We focus on the analysis, modification and improvement of a product design. We take a structured approach towards the design process, look at examples of design practice used by a designer and analyse and evaluate design. Students will also work as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where designers often work within a multidisciplinary team to develop solutions to design problems.

In Units 3 & 4 students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan and commence production of the product. Students then continue to develop and manufacture the product designed and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria.

## Assessment activities include:

- Research and Planning Folios
- Individual Production Tasks
- Collaborative Production Tasks
- In-class Written Tests
- Student Designed Production Task
- Written exam

## Careers with Product Design & Technology

### Trade Base areas like:

- Cabinet/Furniture Maker
- Kitchen Joiner
- Carpenter

### Building Industry to the higher education areas like:

- Product Design
- Industrial Design
- Architecture
- Interior Design and related fields

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# Systems Engineering

## Why Systems Engineering?

Students will gain appreciation, knowledge, understanding and practical application of technological systems. This study promotes innovative thinking and problem-solving skills through a project-based learning approach. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. The study emphasises integration of basic engineering and physics theory with practical tasks.

## What you may do

In Unit 1 & 2 we introduce students to Mechanical Systems and they study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain physical characteristics. We take a 'hands on' approach as students apply their knowledge and construct functional systems. Students will also study fundamental electro technology principles included applied electrical theory, representation of electrical components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied.

In Unit 3 & 4 students will study Integrated Systems Engineering and Energy with a focus on how mechanical and electrotech systems combine to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function. There is an emphasis on Systems Control and New and Emerging Technologies. There is also a study of the principles associated with integrated systems with a focus on the functional integration of a mechanical subsystem, an electro technology subsystem and the design factors that are to be considered. There is ONE substantial production task that is to be undertaken across both Units 3 and 4.

## Careers with Systems Engineering

Systems Engineering prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

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# HOW DO I CHOOSE WHICH VCE SUBJECTS SUIT ME?

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## Guidelines when selecting subjects

Here are some things to consider, from a careers perspective, when choosing to do a subject in Years 11 and/or 12 at Damascus College.

Some of these guidelines may apply to you but not necessarily all of them. Please seek guidance from your career advisor and specialist subject teacher in attaining a more accurate representation of the subject listed below and its requirements to successfully complete it.

### Accounting

- You enjoyed Humanities as a core subject and are doing very well at Year 10 level
- You are looking at further study or a career in the business/accounting/finance/economics area and this subject will be useful

### Art

- You enjoyed this subject as an elective
- You are a creative and practical person who enjoys working on a major project
- You are very organised and have great time management skills
- You are looking at a career or further study in this area at TAFE, a private college or university
- You are interested in university study in the areas of architecture, fine arts, design, photography and planning

### Biology

- You enjoy Science and are doing well in Year 10
- You want to study a science or health-related course at university eg. Nursing, Physiotherapy, Medical Science, Dietitian etc
- You have high literacy skills
- You want to study a science course at university

### Business Management

- You enjoyed the commerce component of Humanities as an elective
- You are looking at further study or a career in the business area and this subject will be useful

### Chemistry

- You enjoy Science and did very well in Year 10
- You want to study a medical-related course at university ie it is either assumed or recommended by the university that you do this
- You want to study a science course at university ie it is either assumed or recommended by the university that you do this
- You want to study engineering at university ie it is either assumed or recommended by the university that you do this

## **Applied Computing**

- You want to pursue a career or study in computing-related areas

## **Drama**

- You enjoyed this subject as an elective
- You are a creative person who enjoys working on a major performance- based project
- You are looking at a career or further study in this area at a private college or university (eg acting, theatre studies, drama teacher)

## **English, English Language and English Literature**

- It is compulsory for you to study at least 2 units of English per year for the VCE
- If you enjoy English and did very well in Year 10 (results of 75% or above), you may choose to study English Language or Literature
- Students choosing English Language or Literature can do so instead of OR in addition to English

## **Environmental Science**

- You enjoyed Horticulture subject as an elective in Year 9
- You have experience on a rural property
- You want to get a job working on a property
- You want to continue your studies at TAFE, an Agricultural College or at university (eg Rural Science or Agriculture or Agribusiness etc)

## **Food Studies**

- You are interested in the science of food
- You are looking at further study or a career in the area of food technologist, nutrition or dietetics and this subject will be useful

## **French**

- You enjoyed this subject from Years 7-10
- You would like to continue to learn the language for interest or career reasons
- You want to continue to develop your interpersonal skills and continue to build your critical thinking skills
- You are looking at further study or a career in the area of languages Career options include, but are not limited to; international studies, diplomatic service, teaching, politics, journalism, or translating

## **Geography**

- You enjoyed this area of study in Humanities in Years 7-10
- You are looking at further study at university or a career in the area of geography, urban planning or environmental courses and this subject will be useful

### **Health and Human Development (H&HD)**

- You enjoyed the Health component of Health and PE in Years 7-10
- You are looking at further study at university or a career in the area of Allied Health, education, sports science or international relations and this subject will be useful
- You are aware that the content of the course is more theory-based than practical

### **History (20th Century History, Australians and Revolutions)**

- You enjoy History, are doing quite well in Year 10 and are fascinated by events which happened long ago
- You want to pursue the study of humanities at university (arts, communications, economics etc)
- You enjoy research and writing essays and would enjoy working on a major historical investigation

### **Indonesian**

- You enjoyed this subject from Years 7-10
- You would like to continue to learn the language for interest or career reasons
- You are looking at further study or a career in the area of languages Career options included, but are not limited to; international studies, diplomatic service, teaching, politics, journalism, or translating and this subject will be useful

### **Legal Studies**

- You are interested in the legal system and law-related issues
- You are looking at further study or a career in the area of law and this subject will be useful

### **Mathematics** (see Appendix 1 for Pathways options)

- General Mathematics: This maths course focuses on financial, geometric and linear modeling. A great option for those who are thinking of accounting, economics and business.
- Mathematical Methods: You have mathematical ability and an interest in the subject. You are looking at university study in the areas of economics, business, engineering, psychology, statistics, architecture etc.
- Specialist Mathematics: You enjoy maths and did very well in Year 10 Advanced Mathematics (ie achieved 80% or above). You are looking at university study in the areas of maths, computer science, engineering, etc.

### **Media**

- You have enjoyed this subject as an elective
- You are a creative person
- You are looking at a career or further study in this area

### **Music Performance, Music Style and Composition**

- You enjoyed this subject as an elective
- You have musical ability and/or pursue this outside school
- You are a creative person who enjoys working on a major performance-based project
- You are looking at a career or further study in this area at a private college or university (eg performer, music teacher)

### **Physical Education**

- You enjoyed Health and PE in Years 7-10
- You are looking at further study at university or a career in the area of human movement/sports science/physical education-related courses and this subject will be useful
- You are aware that the content of the course is more theory-based rather than practical
- High literacy skill is needed if considering this subject

### **Physics**

- You enjoy Science and you are doing quite well in Year 10 (ie achieved 70% or above)
- You want to study a medical or health related course at university (eg medical radiation science, pharmacy) and it is either assumed or recommended that you do this by the University
- You want to study engineering or a science course at university ie it is either assumed or recommended by the university that you do this

### **Product Design and Technology**

- You enjoyed this subject as an elective
- You are a creative and practical person who enjoys working on a major project
- You are looking at a career or further study in architecture or a design based occupation

### **Psychology**

- You enjoy Science and are doing quite well in Year 10
- You want to study a science or a health-related course at university eg Social Science, Psychology, Nursing, Medical Science
- You have high literacy skills
- You want to study a science course at university

### **Religion Education**

- For students who enjoyed Religious Education in Years 7-10 and achieved good results You are interested in various areas of religious history, different religious traditions (eg Christianity, Islam, Buddhism, Judaism and Hinduism)
- The skills acquired in the course will suit students wishing to study humanities-based courses at the university

### **Studio Arts - Photography**

- You enjoyed this subject as an elective
- You are a creative and practical person who enjoys working on a major project
- You are very organised and have great time management
- You are looking at a career or further study in this area at TAFE, a private college or university
- You are interested in university study in the areas of architecture, fine arts, design, photography and planning

**Systems Engineering**

- You enjoyed Mathematics and Science
- You are a creative and practical person who enjoys working on a major project
- You are looking at a career or further study in engineering, electrician etc

**Visual Communication Design (VCD)**

- You enjoyed this subject as an elective
- You are a creative and practical person who enjoys working on a major project
- You are looking at a career or further study in design based occupations

**VCE subjects you may choose from are:**

|                              |                               |
|------------------------------|-------------------------------|
| Accounting                   | History (Twentieth Century)   |
| Art                          | Indonesian Second Language    |
| Biology                      | Industry and Enterprise       |
| Business Management          | Legal Studies                 |
| Chemistry                    | Mathematical Methods          |
| Computing                    | Media                         |
| Drama                        | Music Style and Composition   |
| English Unit                 | Music Performance             |
| English Language             | Physical Education            |
| Literature                   | Physics                       |
| Environmental Science        | Product Design and Technology |
| Food Studies                 | Psychology                    |
| French                       | Religious Education           |
| General/Further Mathematics  | Specialist Mathematics        |
| Geography                    | Studio Arts (General)         |
| Health and Human Development | Studio Arts - Photography     |
| History (Australian)         | Systems Engineering           |
| History (Revolutions)        | Visual Communication Design   |
|                              |                               |

For updated information regarding content and assessment please visit the VCAA website. Here you can explore the subject in depth and the requirements needed to successfully fulfill the outcomes.

**Notes:**

- French and Indonesian Second Language are only available to students who have studied those subjects in Year 10.
- You may not take both Studio Arts (General) and Studio Arts (Photography) as they are regarded by the Victorian Curriculum and Assessment Authority (VCAA) as the same subject.
- If you wish to study English Language or English Literature and not English you must complete the VCE Literature Application Form.
- Music Performance requires that you play an instrument or sing.
- If you took core Mathematics in Year 10 you will most likely follow General Mathematics in Year 11.
- If you took Advanced Mathematics in Year 10 you are encouraged to choose Mathematical Methods.
- If you wish to take Mathematical Methods in Year 11 but have not taken Advanced Mathematics in Year 10, you must talk to your teacher as soon as possible and he/she will try to formulate a plan for you to follow.
- For Product Design and Technology, you must choose either Metal or Wood as your major medium.
- Art, Studio Arts (General), Studio Arts (Photography), Product Design and Technology, Food Studies, Visual Communication Design and Media involve the production of a folio of work. Be aware that taking more than one of these subjects can create a substantial workload.
- One subject (two Units) may be replaced by a VET subject.

# APPLICATION FORMS



# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) APPLICATION FORM

To be submitted to the Applied Learning Coordinator on or before the submission date outlined on the College website.

This form is for students who wish to undertake a VCAL program.

Please indicate which level of the VCAL program you are applying for and fill in the remaining details:

Year 11 VCAL ☐

YEAR 12 VCAL ☐

|              |  |
|--------------|--|
| <b>Name:</b> |  |
| <b>TA:</b>   |  |

**What are your reasons for applying for inclusion in this VCAL program?**

|  |
|--|
|  |
|  |

**Have you applied or are you doing a VET or SBAT**    **YES**                      **NO**

|  |
|--|
|  |
|  |

**Why do you believe you will be successful in this program?**    ☐                      ☐

|  |
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|  |
|  |

**Please indicate any future career options you are considering:**

|  |
|--|
|  |
|  |

VCAL APPLICATION FORM CONTINUES ON NEXT PAGE

**VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)  
APPLICATION FORM PART II**

**Please indicate any additional information you think might be relevant to your application:**

|  |
|--|
|  |
|  |

|                           |  |
|---------------------------|--|
| <b>Parent Signature:</b>  |  |
| <b>Student Signature:</b> |  |
| <b>TA Signature:</b>      |  |

Students will not be able to select their subject preferences online, until your Teacher Advisor cites all signatories.

## VOCATIONAL EDUCATION AND TRAINING (VET) APPLICATION FORM

To be submitted to the Applied Learning Coordinator on or before the submission date outlined on the College website.

This form is for students who wish to undertake a VET program as part of their studies at Damascus College.

Please check which VET program you are applying for at Damascus College:

- ☐ Certificate II (partial) in Building and Construction – Carpentry Stream
- ☐ Certificate III in Sport and Recreation
- ☐ Certificate II (Partial) in Community Services (1st Year) Certificate III (Partial) in Community Services (2nd Year)
- ☐ Certificate III (Partial) in Allied Health (1st & 2nd Year)

OR

- ☐ Highlands LLEN VET Cluster (Name of Programme) \_\_\_\_\_

|              |  |
|--------------|--|
| <b>Name:</b> |  |
| <b>TA:</b>   |  |

**What are your reasons for applying for inclusion in this VET program?**

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**Why do you believe you will be successful in this program?**

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VCAL APPLICATION FORM CONTINUES ON NEXT PAGE

## VOCATIONAL EDUCATION AND TRAINING (VET) APPLICATION FORM PART II

I accept that VET courses of study incur an acceptance fee of \$100 and that I will be notified when to pay this amount. An additional charge for materials and requirements (e.g., safety equipment, uniform) will apply as stated in the course details. I understand VET courses are a two year commitment.

|                           |  |
|---------------------------|--|
| <b>Parent Signature:</b>  |  |
| <b>Student Signature:</b> |  |
| <b>TA Signature:</b>      |  |

Students will not be able to select their subject preferences online, until your Teacher Advisor cites all signatories.

## SUBJECT SELECTION YEAR 10 INTO YEAR 11 FORM

|              |  |
|--------------|--|
| <b>Name:</b> |  |
| <b>TA:</b>   |  |

**Which pathway are you planning to undertake or continue:**

- ☐ **VCE**
- ☐ **VCAL**

Please complete and submit the appropriate form on or before the due date

**Are you planning or continuing to do VET:**

- ☐ **VCE**
- ☐ **VCAL**

If yes, please complete and submit form on or before the due date

Students planning to undertake or continue VCE please complete the subject selection below

| SUBJECTS            | SEMESTER 1 | SEMESTER 2 |
|---------------------|------------|------------|
| Religious Education |            |            |
| English             |            |            |
| Elective Choice 1   |            |            |
| Elective Choice 2   |            |            |
| Elective Choice 3   |            |            |
| Elective Choice 4   |            |            |
| Elective Choice 5   |            |            |
| Reserve 1           |            |            |
| Reserve 2           |            |            |

|                           |  |
|---------------------------|--|
| <b>Parent Signature:</b>  |  |
| <b>Student Signature:</b> |  |
| <b>TA Signature:</b>      |  |

Students will not be able to select their subject preferences online until their Teacher Advisor cites all signatories.

## SUBJECT SELECTION YEAR 11 INTO YEAR 12 FORM

|              |  |
|--------------|--|
| <b>Name:</b> |  |
| <b>TA:</b>   |  |

**Which pathway are you planning to undertake or continue:**

- ☐ **VCE**
- ☐ **VCAL**

Please complete and submit the appropriate form on or before the due date

**Are you continuing to do VET:**

- ☐ **VCE**
- ☐ **VCAL**

If yes, please complete and submit form on or before the due date

| SUBJECTS          | SEMESTER 1 | SEMESTER 2 |
|-------------------|------------|------------|
| English           |            |            |
| Elective Choice 1 |            |            |
| Elective Choice 2 |            |            |
| Elective Choice 3 |            |            |
| Elective Choice 4 |            |            |
| Reserve 1         |            |            |
| Reserve 2         |            |            |

|                     | TERM 2 | Term 3 |
|---------------------|--------|--------|
| Religious Education |        |        |
| Reserve             |        |        |

|                           |  |
|---------------------------|--|
| <b>Parent Signature:</b>  |  |
| <b>Student Signature:</b> |  |
| <b>TA Signature:</b>      |  |

Students will not be able to select their subject preferences online, until your Teacher Advisor cites all signatories.

# VCE ENGLISH LITERATURE AND ENGLISH LANGUAGE 1 AND 2 APPLICATION FORM

This form is for Year 10 students wishing to apply for VCE Literature or English Language in Year 11.

|              |  |
|--------------|--|
| <b>Name:</b> |  |
| <b>TA:</b>   |  |

**Which English elective subject are you interested in undertaking:**

- ☐ **English Literature**
- ☐ **English Language**

**Section A:** Possible future career areas (list here as many areas that you are currently interested in as you like).

|  |
|--|
|  |
|  |
|  |

**SECTION B:** VCE area of study preferences

Please indicate the other VCE preferences you have entered for Year 11.

|                     |  |  |  |  |
|---------------------|--|--|--|--|
| <b>SUBJECT AREA</b> |  |  |  |  |
| <b>Preference</b>   |  |  |  |  |

Please list your proposed Year 12 studies

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

**SECTION C:** Folio of 'best practice' work samples

Attach three samples of your 'best practice' work completed in the past 12 months in English supported by the subject teachers' assessment comments and grading.

VCE ENGLISH LITERATURE AND ENGLISH LANGUAGE 1 AND 2 APPLICATION FORM  
CONTINUES ON NEXT PAGE

## VCE ENGLISH LITERATURE AND ENGLISH LANGUAGE 1 AND 2 APPLICATION FORM (continued)

**SECTION E:** Provide the names and signatures of those who support this application

|   |  |
|---|--|
| <b>Student signature:</b>                     |  |
| <b>Parent signature:</b>                      |  |
| <b>Parent name:</b>                           |  |
| <b>Year 10 English<br/>Teacher signature:</b> |  |
| <b>Year 10 English<br/>Teacher name:</b>      |  |
| <b>Teacher Advisor<br/>signature:</b>         |  |
| <b>Teacher Advisor name:</b>                  |  |

**SECTION F:** Applicant checklist

Students must complete the following before submitting an application:

- ☐ Attend the subject information sessions or discussed with your English teacher
- ☐ Complete all sections of the application form
- ☐ Attach copies of three 'best practice' English work samples, with teacher comments and grades
- ☐ Print a copy of this form and submit it, with the required attachments, to Mr Bennett  
m.bennett@damascus.vic.edu.au by the closing date outlined on the College website

## FURTHER HELP



## Further Help and Contacts

There are many people with the experience and expertise to help you to make good choices at the subject selection time.

### Careers Team

Careers Leader: Georgia Shillito

Ph: 03 5337 2251

Over sees Careers Program Delivery and Function

Careers Educator: Joanne Lawrence

ph: 03 5337 2235

Co-development and delivery of one on one, small group and whole-class careers programs.

Careers Officer: Michelle Tapera

Ph: 03 5337 2294

Careers administration processes and systems related to Careers, Work Experience, SWL and VET

For general questions, contact the careers team [careers@damascus.vic.edu.au](mailto:careers@damascus.vic.edu.au)

The following people are willing and able to help you if you contact them to discuss your subject choices further:

- Your TA
- Your subject teachers
- Mrs Belinda Dwyer (for questions about VCAL and VET), Building 2, [b.dwyer@damascus.vic.edu.au](mailto:b.dwyer@damascus.vic.edu.au)
- Mr Matthew Hallowell (for questions about VCE), Building 2, [m.hallowell@damascus.vic.edu.au](mailto:m.hallowell@damascus.vic.edu.au)
- The Career Hub at the Ballarat Learning Exchange, Camp Street, Ballarat – if you haven't had the opportunity to complete Career Voyage at school, or if you would like to update your profile, contact The Career Hub on 5336 5003 and make an appointment to complete it with them.

There are also several useful websites you should familiarise yourself with:

- Victorian Curriculum and Assessment Authority (VCAA) at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
- Victorian Tertiary Entrance Requirements (VICTER) at [www.vtac.edu.au](http://www.vtac.edu.au)
- My Future at [www.myfuture.edu.au](http://www.myfuture.edu.au) where you can complete a series of questions which will result in a selection of career paths which might be of interest to you

# FREQUENTLY ASKED QUESTIONS



# Victorian Certificate of Education (VCE)

## What must I include in my VCE program?

To earn your VCE at Damascus College, we recommend students to do 13 units in Year 11 (of which 1 unit of Religion and Society and 4 units of English are compulsory and 10 units in Year 12 (of which 2 units are English).

## Are there any compulsory subjects that I need take at VCE?

VTAC (Victorian Tertiary Admissions Centre) advises that for the calculation of the ATAR (Australian Tertiary Admissions Rank), students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

- Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.
- At Damascus College, all students will do 1 unit of Religion and Society in Year 11 spread over 2 semesters.

## How do I choose which subject suits me?

Students are encouraged to fill out the career plan and seek assistance from the Career Advisor, Subject Teachers and/or Learning Area Leaders and Teacher Advisor in choosing the right subjects that will maximise your potential in achieving success

## What are the attendance requirements for the VCE?

All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work.

## What is a study score?

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA (Victorian Curriculum Assessment Authority) will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

## How can I earn a study score?

At Unit 3 and 4 level, there are three Graded Assessments for each study, consisting of School Assessed Coursework (SACs), School Assessed Tasks (SATs) and examinations.

## Do I earn a study score for a VET Subject?

A student in VCE doing a VET subject that has scored assessment have two Graded Assessments. The Graded Assessments are different for each study and contribute towards the study score in different ways. If you complete at least two Graded Assessments and have satisfactorily completed both unit 3 and 4, you will be awarded a study score. You can find a list of Graded Assessments for every study in 'Report Results: Score aggregation' section of the VCE and VCAL Administrative Handbook.

## How is the study score calculated?

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

## How does the GAT affect my VCE results?

The General Achievement Test (GAT) is an important part of the VCE assessment procedures. Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high in their school assessments and examination.

# Victorian Certificate of Applied Learning (VCAL)

## Why would I choose to do the VCAL instead of the VCE?

- The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you.
- Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as 'applied learning'.
- If you choose to do the VCAL, you will gain practical experience and 'employability' skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE.

## When and where can I do the VCAL?

You can begin your VCAL program in Years 11 or 12 of secondary school. The VCAL is also available at most TAFE institutes and a number of Adult Community Education (ACE) centers.

## What are the VCAL levels?

The VCAL has three levels - Foundation, Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities. NOTE: At intermediate and Senior VCAL, completion of a VET course is a compulsory requirement

## Are there any entry requirements?

You begin the VCAL at a level suitable to your learning needs. Your Applied Learning Coordinator and Careers Advisor will be able to help you decide which level is suitable for you in Year 11 & 12.

## What do you get after successfully completing the VCAL?

If you successfully complete your learning program, you will receive a VCAL Certificate for either Foundation, Intermediate or Senior Level, depending on the VCAL level you chose to complete. You will also receive a Statement of Results, VCAL units, and a Statement of Attainment for VET.

## What do I study?

You have the choice of selecting units and modules from each of the following four compulsory VCAL strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.
- Healthy Living Skills
- VET
- Religious Education
- Structured Workplace Learning

## Can I swap to the VCE if I change my mind?

Yes. If you change your mind and want to swap to the VCE a panel will be formed to assess your situation and a decision will be made in your best interest. This is best looked at the end of semester 1 in Year 11.

### **Can I work part-time and/or continue an apprenticeship while enrolled in the VCAL?**

You can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- part-time apprenticeship or traineeship
- part-time work
- work placement

### **How is the VCAL assessed?**

All accredited courses/certificates in your VCAL program are assessed by your teacher and/or RTO (registered training organisation). VCE, VET and other accredited courses/certificates are assessed in accordance with requirements. Your teacher will explain the requirements to meet the learning outcomes for VCAL units.

### **Do I need to sit for the General Achievement Test (GAT)?**

From 2021, all Year 12 VCE and VCAL along with any students undertaking a Unit 3-4 study will be expected to sit the General Achievement Test (GAT).

The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts.

Students completing Year 12 VCE or VCAL will receive information about whether they have demonstrated or exceeded literacy and numeracy standards. The standards are what is typically expected of those entering the workforce from school. This information will be given as part of their senior secondary qualifications

### **Can I get into university if I successfully complete the VCAL?**

- In short yes, however, students will need to do a vocational education and training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course.
- If you are considering entering university straight from school, VCAL is not the best choice for you. Students planning to go straight into university usually undertake VCE programs which allow them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC).
- If you are studying a VCAL program at senior level and you decide that you might be interested in going on to university, see your teacher or careers advisor. It is possible that some universities will consider students with a VCAL Senior certificate for admission.

### **What are my options once I have completed the VCAL?**

VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

# Vocational and Educational Training (VET)

## Is VET an extra program on top of my VCE or VCAL studies?

- No your VET program is part of your VCE or VCAL and will be one of your elective choices. For example, selecting VET in Sport and Recreation in Year 11 and/or 12 it will give you four units at Level 1 - 2, and a unit 3 & 4 sequence towards your VCE, contributes to your ATAR, plus a nationally recognised Certificate III in Sport and Recreation. Some VET programs will include full days of practical meaning some VCE or VCAL classes will be missed at times.
- For a Year 10 student, VET is an extra on top of your Year 10 studies meaning you will miss some classes which is an important consideration in terms of keeping up to date with your coursework.

## How will I be assessed for my VET studies?

Your teachers will use a range of assessment tasks to ensure you have achieved competency, e.g. written tests, skills demonstration, and workplace assessment. In some programs such as Sport and Recreation, Scored Assessment is available i.e. you are assessed like any other VCE subject at 3 – 4 level.

## What if I change my mind about this career path and drop out?

You will receive a Statement of Attainment for your completed modules/units, many of which are relevant to a range of other courses.

## How will I fit structured workplace learning into my schedule?

Most work placements occur in term holidays. Special arrangements may be possible during term time e.g. one day a week, particularly for VCAL students.

## Will my part-time job count for structured workplace learning?

It can, but it needs to relate specifically to the required competencies of your program. Talk to your Applied Learning Coordinator for advice.

## Does a VET program help me if I want to go on to further study?

Yes, more than half of students go on to TAFE and/or University. The subjects you do in your VET program may give you credits and guaranteed pathways into other courses at TAFE.

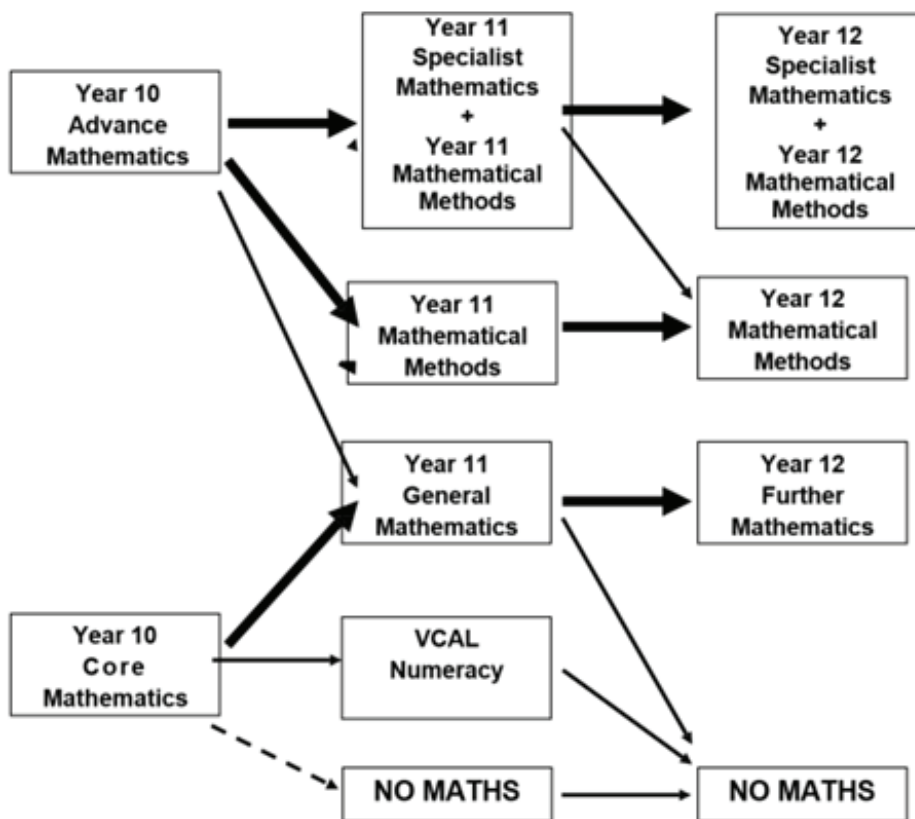
## Do I have to select compatible VCE or VCAL subjects that relate to my VET program?

Not necessarily, but you should consult your Applied Learning Coordinator for recommendations.

## How do I decide if I should do a VET program?

- Speak with your Applied Learning Coordinator and careers advisor here at school.
- Talk to family or friends who work in the field you are considering.

## APPENDIX 1



-->  
NOT RECOMMENDED PATHWAY |

### Note:

Specialist Mathematics can only be taken in conjunction with Mathematical Methods.

Satisfactory completion of Specialist Maths Units 1&2 is required for admission to Units 3&4.

### Note:

Even though Mathematics is NOT compulsory at VCE, many post-secondary courses require at least 2 units of VCE Maths.

It is therefore recommended that students do Mathematics in Year 11.

### Note:

Students are required to find out what the entry prerequisites for their anticipated tertiary studies are.

## **DAMASCUS COLLEGE**

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