

DAMASCUS COLLEGE

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

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2025



# 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 that will result in you achieving one of two School Leaving Certificates: either the Victorian Certificate of Education Vocational Major (VCE-VM) or the Victorian Certificate of Education (VCE).

**VCE-VM** is a pathway for students who are 'hands on' learners. VCE-VM 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 VCE-VM course, you would be required to attend a VET course and carry out one day of Structured Workplace Learning each week. VCE-VM students may be interested in obtaining full time employment, an apprenticeship/traineeship and/or entry into TAFE/ University Courses where an Australian Tertiary Admission Rank (ATAR) is not required.

**VCE** is a two-year program of study, which offers subjects that 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.

A **VET** course can be a part of your senior schooling. You are now able to study courses that not only contribute towards your VCE, VCE-VM 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/VCE-VM (and some will count towards your ATAR depending upon the course of study), but you will also gain a 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 this 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 and the choice of Year 11 Youth Ministry
- English, English Language or Literature

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

- Religious Education: choosing one of three choices;
  - Certificate in Religious Education
  - Youth Ministry
  - Religion & Society Units 3/4
- English, English Language or Literature

Application forms can be accessed at the end of this handbook.

# LEARNING PATHWAYS

## VCE

Victorian Certificate of Education

Usually 20-24 units

90 different subjects available

## VCE VM

Victorian Certificate of Education Vocational Major  
Literacy and Numeracy Skills,  
Industry Specific Skills,  
Work Related Skills,  
Personal Development Skills

## VET

School Based Apprenticeship and Traineeship  
Other VET Certificates

### TRAINING

TAFE or school,  
Industry, RTO, ACE

STRUCTURED  
WORKPLACE  
LEARNING

Completion of VCE

Completion of VCE VM

Employment / Apprenticeship / Traineeship

**TAFE** Certificate II/III/IV, Diploma, Advanced Diploma

**University**

# VCE



## What is VCE?

The Victorian Certificate of Education (VCE) is the main senior secondary certificate in Victoria. It recognises successful completion of secondary education and provides a valuable pathway to tertiary study and employment.

A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years (a unit represents one semester or half a year of work). Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12. Many schools provide the opportunity for students to study Units 1 and 2 of some VCE studies in Year 10 and Units 3 and 4 in Year 11.

## Year 11

A student will work towards:

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

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

## Year 12

- 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 study five Unit 3/4 sequences.

## What is the ATAR?

For further information on the VCE program and how the ATAR is calculated, click here <https://vtac.edu.au/> to go to 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 10 and 11
- Religion and Society is a scored subject and contributes to the ATAR, whereas the Certificate in Religious Education and Youth Ministry are assessed solely within school. Youth Ministry may provide aggregate points to assist with university selection through ACU. If you choose to study Religion and Society as a VCE subject, you are not required to work towards the Certificate in Religious Education
- VCE Music requires that you play an instrument or sing. It is strongly recommended that you consider this subject only if you studied it in Year 10 and have had three years of external lessons
- Students cannot do Mathematical Methods Units 3 & 4 unless they satisfactorily completed Mathematical Methods Units 1 & 2
- Specialist Mathematics can only be chosen if you also study Mathematical Methods
- For Product Design and Technology, you must choose either Metal, Wood or Textiles as your major medium
- Art Creative Practice, Art Making and Photography, Visual Communication Design, Media and Product Design and Technology subjects involve the production of a folio. Be aware that taking more than one of these subjects can create a substantial workload
- One subject may be replaced by a VET subject

**Year 11 Accelerating into a Unit 3/4 Subject**

Students transitioning into Year 11 can consider Accelerated Access of a Year 12 subject. You will need to complete the VCE Accelerated Access Application Form and submit it to the VCE Coordinator prior to selecting your preferences online in Term 3. Students who are considering acceleration in a VCE subject will need to provide proof and documentation that the considered subject meets their long-term goals. Students considering acceleration into a VCE subject will need to have attained consistently high results in Year 10 across their subjects, particularly in the subject area they are considering. An interview with students regarding VCE Year 12 acceleration will take place after submitting their application and entering their subject preferences online. Students wishing to apply for acceleration must complete the appropriate form and meet the requirements to be considered for acceptance into an accelerated unit.

**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:

- After the end of year examinations
- Within the two-week Early Start program.
- At the end of Semester One (for Year 11 only)

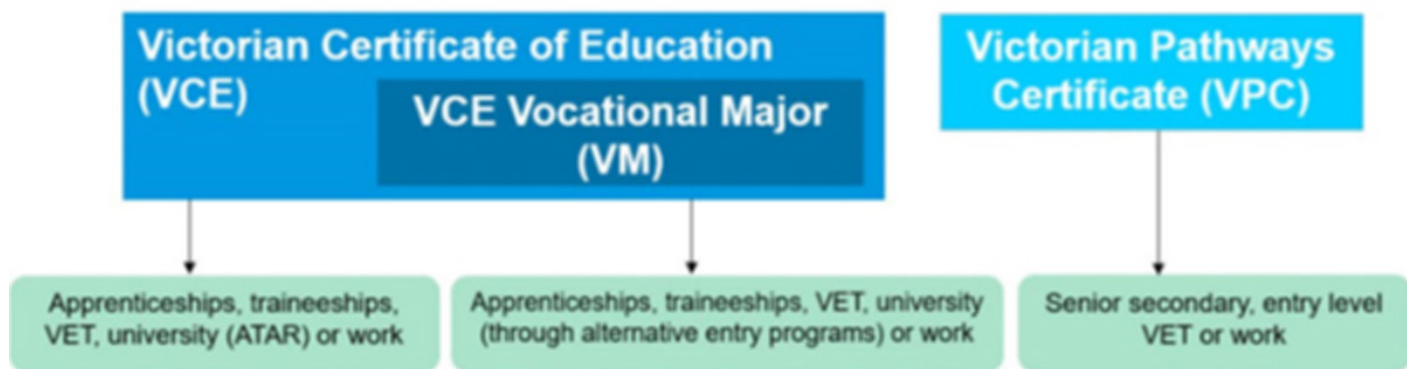
For Year 12 students: After Early Start, students are locked into the Unit 3 and 4 sequence for the whole year.

Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the VCE Coordinator

(\*Note – we will need to check eligibility). Please note that VET is a two-year commitment.



## VCE-VM & VPC



In 2023 the new VCE Vocational Major (VM) and the new Victorian Pathways Certificate (VPC) was introduced.

Vocational Major within the VCE is a two-year vocational and applied learning program. It offers a program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment.

The VPC is designed to support students to transition either to the VCE Vocational Major or to entry level VET or employment. The VPC is particularly suited to students who have missed periods of school; vulnerable students at risk of disengaging from their education; or students with additional needs. The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.

Vocational Major within the VCE (VCE-VM) is a practical option for students in Years 11 and 12. It is designed to prepare students for further education, training or employment by providing them with work-related experience, literacy and numeracy skills and an opportunity to develop personal skills.

As part of the Vocational Major within the VCE program you must undertake the following strands:

- Personal Development Skills
- Numeracy
- Literacy
- Work-related Skills
- A VET Course
- Religious Education and/or Youth Ministry

To apply for the VPC or the VCE-VM program you must apply by filling in an application form and selecting this option in the online selection process and fill in the relevant information. You will need to submit the application form to Mrs. Belinda Dwyer who will then arrange an interview time with you.



## Industry Skills

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

## VCE-VM Personal Development Skills (PDS)

### What will I learn?

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

### What type of activities will I do?

- 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

## VCE-VM Numeracy

### What will I learn?

- 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

### What type of activities will I do?

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

## VCE-VM Literacy

### What will I learn?

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.

### What type of activities will I do?

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

## VCE-VM Work Related Skills (WRS)

### What will I learn?

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

### What type of activities will I do?

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

# VETis



## What is VET?

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

## Considerations before choosing a VET subject?

Due to the complex nature of timetabling classes, students will be encouraged to submit reserve choices. The College will work to accommodate student choices, however, cannot be guaranteed that subjects will run or guarantee places in any elective class. Complexities with timetabling include but are not exclusive to:

- Class and student numbers
- Student clashes
- If numbers are insufficient for the course to run, students can access the Highlands LLEN VET Cluster to undertake the above courses.

There is an additional \$100 Commitment fee involved in taking a VET subject and you may need to pay for additional material fees specific to your course. You may also be required to attend an interview.

Students who are successful in their VET applications are:

- Self-motivated
- Well-organised
- Responsible
- Able
- Hard-working
- Consistent

A large number of VET courses are offered by other providers in the Highlands LLEN VET cluster [www.highlandslen.org](http://www.highlandslen.org)

VET Courses in the Highlands LLEN VET Cluster [www.highlandslen.org](http://www.highlandslen.org) generally run on a Tuesday or Thursday afternoon and may run until 5.00 or 5.30pm. It is the student's responsibility to make their own way to and from VET.

Students applying for a VET course will need to apply by July 26th 2024. Applications submitted after this date will not be accepted

Students must also have a USI to apply for a VET Course.

To apply for a USI <https://www.usi.gov.au/students/get-a-usi>

<b>2 Year Programs</b>	
Agriculture	Enabling Technologies
Animal Care	Engineering
Applied Fashion	Equine Studies
Automotive	Furniture Making
Business (Medical Administration)	Heavy and Light Rail Fundamentals
Business (Customer/Client)	Information Technology
Community Services	Music Industry (Sound Production)
Construction Pathways	Plumbing
Cookery	Retail Cosmetics
Dance	Salon Assistant
Early Childhood Education & Care	Screen and Media
<b>1 Year Programs</b>	
Active Volunteering (Events)	Hospitality and Cookery
Business (Marketing)	Outdoor Education
Engineering	Workplace Skills

# Certificate II in Building and Construction (partial) – 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.

## Requirements:

- This is a two-year-long course; which all four semesters must be undertaken to complete the course.
- A scored assessment is not available.
- Students will be required to purchase safety glasses, protective clothing, safety footwear and books (these cost details and compulsory items will be provided once the application is finalised).
- There is also a \$50 material fee plus a detailed PPE list mailed out upon enrolment.

## Potential post school pathways:

- Carpentry Apprenticeship
- Certificate III in Joinery
- Certificate III in Cabinet Making
- Advanced Diploma of Building and Design (Architectural)
- Advanced Diploma of Building Surveying

## Benefits:

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

## Where can VET Building & Construction subjects lead?

You can click here [myfuture.edu.au/bullseyes/details/8--construction](http://myfuture.edu.au/bullseyes/details/8--construction) to discover occupations these subjects may lead to and the level of training required.

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

\*This course has material fees\*

# Certificate III in Sport and Recreation

## 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.

## 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 post school pathways:

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

## Benefits:

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

## Where can VET Sport & Recreation subjects lead?

You can click here [myfuture.edu.au/bullseyes/details/28--physical-education](https://myfuture.edu.au/bullseyes/details/28--physical-education) to discover occupations these subjects may lead to and the level of training required.

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

\*This course has material fees\*

## Certificate III in Community Services (partial) (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. 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.

### 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 post school pathways:

- Certificate III in Education Support
- Certificate IV in Disability
- Diploma of Early Childhood Education and Care
- Diploma of Community Services

### Benefits:

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

### Where can VET Community Services subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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

\*This course has material fees\*

# Certificate III in Allied Health Assistance (partial completion) (incorporating Certificate III in Health Services Assistance)

## 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. 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 Allied Health.

## 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 post school 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

## Where can VET Allied Health subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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

\*This course has material fees\*



# 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 VCE-VM where students will work through a range of VCE-VM 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

## VCE-VM: 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.



## Year 11 Youth Ministry Program (Semester 1)

Year 11 Youth Ministry Program consists of the following unit/s:

- Youth Ministry
- Youth Academy

## Year 11 Youth Ministry Program (Semester 1)

Year 11 students at Damascus College who select the Youth Ministry Semester 1 will be working from units of work that have been developed in accordance with Catholic Schools Youth Ministry Australia.

### What is it all about?

Vision for Youth Ministry, the relationship between Christian Faith and Mission, growth in spirituality, Youth Ministry skills. You will develop a youth ministry team with peer-to-peer ministry.

### What will I learn?

- The dynamics of Catholic Youth Evangelisation
- Develop an understanding of a holistic model of Youth Ministry in the Catholic School
- Practical ways to share the Gospel
- How to work together as the body of Christ
- Delve deeper into more aspects of Youth Ministry

### What type of activities will I do?

- Plan and implement spiritual experiences
- Utilise multimedia to present relevant messages
- Group discussions
- Personal journaling and reflection
- Creative expressions of faith
- Participation in icebreakers/games

### Why choose this subject?

You will have the opportunity to enhance your planning and organisational skills. Learn to speak confidently in large and small groups and explore faith in a deeper level. If you are looking for a safe space to ask and discuss various topics and practise the application of faith please consider Youth Ministry. The skills learned are transferrable across all school subjects.

### Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required

## Year 11 Youth Academy (Semester 2)

Year 11 students at Damascus College who select the Youth Ministry and Leadership Semester Two will be working from units of work that have been developed in accordance with Catholic Schools Youth Ministry Australia.

### What is it all about?

Self-motivated program with support from the Youth Ministry department and continuing development of Youth Ministry skills. Leadership skills and techniques to be utilised within Youth Ministry. The planning, facilitating and evaluating a Youth Ministry experience. Deepening the understanding of key principles of Catholic social teaching and a holistic model of Youth Ministry. Connecting with your local parish, church, or community.

### Modules explored

- Module 1: Witness
- Module 2: Ministry
- Module 3: Spirit
- Module 4: Church
- Module 5: Faith and Outreach

### What will I learn?

- The use of music and other tools to enhance spiritual experiences
- How to create a vision for a Youth Ministry Team
- Relationship between faith and mission
- Growth in personal spirituality
- How to articulate faith as an experience or encounter with Jesus Christ
- How to share your faith in your community
- How to implement Youth Ministry frameworks and skills effectively
- Team formation and building

### What type of activities will I do?

- Participate in group discussions
- Workshop in teams to develop a spiritual experience
- Learn how to present a talk both formally and informally
- Practise evangelism scenarios
- Plan, lead and reflect on Youth Ministry initiatives conducted as part of a Youth Ministry Team

### Why choose this subject?

Creates a holistic education and develops disciplines in life and faith. Builds on skills learned throughout your Youth Ministry journey and a practical application of your faith. You can obtain up to five bonus aggregate points if anticipating to attending ACU as a part of our University studies and be a part of the ACU & CSYMA Faith and Ministry Award.

### Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

## Year 12 Youth Ministry Program

Year 12 students at Damascus College who select the Youth Ministry pathway will be working from units of work that have been developed in accordance with Catholic Schools Youth Ministry Australia.

### What is it all about?

Self-motivated program with support from the Youth Ministry department and a continuing development of youth ministry skills. Leadership skills and techniques to be utilised within Youth Ministry. The planning, facilitating and evaluating a Youth Ministry experience. Deepening the understanding of key principles of Catholic social teaching holistic model of Youth Ministry, connecting with your local parish, church, or community.

### What will I learn?

- The use of music and other tools to enhance spiritual experiences
- How to create a vision for a Youth Ministry Team
- Relationship between faith and mission
- Growth in personal spirituality
- How to Articulate faith as an experience or encounter with Jesus Christ
- How to share your faith in your community
- How to implement Youth Ministry frameworks and skills effectively
- Team formation and building

### What type of activities will I do?

- Participate in group discussions
- Workshop in teams to develop a spiritual experience
- Learn how to present a talk both formally and informally
- Practise evangelism scenarios
- Plan, lead and reflect on youth ministry initiatives conducted as part of a Youth Ministry Team

### Why choose this subject?

Creates a holistic education and develops disciplines in life and faith. Builds on skills learned throughout your Youth Ministry journey and a practical application of your faith. You can obtain up to five bonus aggregate points if anticipating to attending ACU as a part of our University studies and be a part of the ACU & CSYMA Faith and Ministry Award.

# VCE: Religion and Society Units 3&4

## What is it all about?

The VCE Religion and Society study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities. Students will study the value systems that guide religious traditions and the religious beliefs and other aspects of religion that express these.

## What will I learn?

For the purposes of this study, religion can be understood to have particular, interrelated aspects. These provide a useful framework to assist students in their study of religion throughout Units 1 to 4.

Students consider the following interrelated aspects when investigating a selected religious tradition or denomination and religion in general:

- beliefs
- sacred stories
- spaces, places, times and artifacts
- texts
- rituals
- symbols
- social structures
- ethics
- spiritual experiences

## What type of activities will I do?

- reports
- debates
- role-plays
- identification exercises
- analytical exercises
- essay
- written exercises
- annotated charts
- examination

## Why choose this subject?

Students will come to appreciate the dynamic and changing role of religion in society and as an institution supporting adherents to grapple with the big questions of life.

[Click here](#) for more information on the study design.

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# 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
- Religion and Ethics

## Prayer and Meditation

In this unit students study, through experience, the various forms of prayer and meditation of the Christian tradition. In this study students 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's 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

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# SENIOR SUBJECTS 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.

Art Creative Practice	French
Legal Studies	Indonesian
Visual Communication Design (VCD)	Foundation Mathematics
Drama	General Mathematics
Media	Mathematical Methods
English Core	Specialist Mathematics
English Language	Biology
English Literature	Chemistry
Health and Human Development	Environmental Science
Physical Education	Physics
Accounting	Psychology
Australian Politics and Power	Food Studies
Business Management	Product Design & Technology – Wood & Metal * Can only select one PD&T
Geography	Product Design & Technology – Textiles
History – 20 <sup>th</sup> Century, Australian and Revolutions	Systems Engineering
Music <ul style="list-style-type: none"> <li>• Music (Unit 1 &amp; Unit 2 Year 11 VCE) Music – Contemporary Performance Unit 3 &amp; 4 or VCE Music – Repertoire Performance Unit 3 &amp; 4</li> </ul>	Applied Computing <ul style="list-style-type: none"> <li>• Applied Computing (Unit 1 &amp; Unit 2 Year 11)</li> </ul> Choice of: <ul style="list-style-type: none"> <li>• Data Analytics (Unit 3 &amp; Unit 4 Year 12)</li> <li>• Software Development (Unit 3 &amp; Unit 4 Year 12)</li> </ul>
Choice of: <ul style="list-style-type: none"> <li>• Religious Education Unit 1</li> <li>• Youth Ministry</li> </ul>	

### 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
- Student numbers



# ART



## ART CREATIVE PRACTICE

### What is it all about?

Art Creative Practice is about making personal art works using a range of materials and techniques, learning and writing about artists, analysing and writing about art works.

### What will I learn?

- You will learn different artistic ways to respond to art activities guided by your teacher
- You will look at different artists and the way they work to inspire your own art making
- You will learn about working collaboratively- maybe working with other students to create artwork, working with practising artists or perhaps making works that collaborate with the audience through interaction and participation
- You will build up your own body of art works
- You will learn about different artists and how they work. You will examine these artists through what we call the "Structural Lens"- how the artist used art elements and principles, style and technique- and the Personal Lenses: what the artist was intending/thinking and how you respond to the works or how the artwork relate to culture
- You will build on your skills in reflection/evaluation on your own artworks and on artists' artworks

### What type of activities will I do?

- You will make artworks using different materials and techniques. These will be based on ideas guided by the teacher but be personal responses. These could be drawings, paintings, sculptural works etc. You will build up your own folio of artwork
- You will research and analyse artists from different periods of time and cultures, their practice and artwork
- You will keep a Visual Diary

### Why would a student choose this subject?

Folio subjects require a lot of sustained effort. Do you 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 good at Art and want to get a great subject score to help you along with your career plans. If you are passionate about the content and willing to put in the work, you will succeed! Art Folios can be seen as personal projects – something a little different from other VCE subjects.

[Click here](#) for more information on the study design

### Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

[Click here](#) to view current VCE students work under the Arts Program.

[BACK TO SUBJECT CHOICES](#)

# Visual Communication Design (VCE)

## What is it all about?

In this VCE subject, students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. Students work both together and independently to find and address design problems. They employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. By Unit 3 students narrow their folio work down to specific areas of interest.

## What will I learn?

- To visually communicate your ideas with a range of manual and digital methods and apply the conventions of technical drawing, rendering techniques and explore how to use freehand sketching to visualise ideas.
- Digital and manual skills needed to make effective, professional, presentations
- Work independently and in collaboration to find, reframe and address human-centred design problems and opportunities
- How to protect your intellectual property with trademarks, patents and copyright laws
- Apply a design process to discover, define, develop and deliver design solutions
- Divergent and convergent thinking strategies
- Examine past and present designers for inspiration for your own work

## What type of activities will I do?

- Work through a design process to generate ideas for a range of design briefs
- Develop and apply skills in drawing and making, using a range of media, materials, methods and techniques
- Use the industry standard software such as Adobe Photoshop, illustrator) to create professional final presentations
- Manipulate the design elements, principles and Gestalt principles of visual perception to grab an audience's attention
- Apply technical drawing conventions to create architectural and industrial designs
- Apply ethical, legal, sustainable and culturally appropriate design practices
- Listen to practising designers talk about their work practices
- Excursions to design exhibitions, studios and/or print houses
- Students participate in critiques, both delivering and receiving constructive feedback.

## Why would a student choose this subject?

You enjoyed VCD as an elective in a previous year. You love designing and you like working through a design process to solve a brief. 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 non-conventional classroom environment of a visual art studio.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

# DRAMA

## What is it all about?

Drama promotes student engagement in practical learning and performance experiences that build self-discipline, confidence and heighten communication skills. Students also learn to value and be confident in their own creative and organisational abilities and develop skills and understandings that can be used in Performing Arts related careers or can be transferable to a variety of artistic, social and work-related contexts.

The subject's collaborative nature provides students, through the process of Drama with the interpersonal skills required to work effectively in groups and individually. Such skills are essential to give students the ability to critically play a full part in their own culture, the culture of others and the world of work.

## What will I learn?

- Confidence and self-discipline
- Acting & performance skills through original devised performance
- 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 type of activities will I 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 and movement
- Excursions to live theatre performances (plays and musicals) and workshops run by professional performers

## 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.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

# VCE MEDIA

## What is it all about?

VCE Media is a folio-based subject that provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

## What will I learn?

- 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

## What type of activities will I do?

- Students in media will undertake several 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

## Why would a student choose this subject?

Students would 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

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

[Click here](#) to view current VCE students work under the Arts Program.

BACK TO SUBJECT CHOICES

# MUSIC (Unit 1 & Unit 2 Year 11)

## What is it all about?

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music-making, analysing and responding in relation to their interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

NB: In order to complete this subject successfully it is recommended that students have had at least two years tuition on an instrument. Unit 1 & 2 is a generalist entry study in Music. To further complete study in Music at Year 12 Units 3 & 4 students should be committed to having lessons with an Instrumental teacher at Damascus College (or privately if already engaged with one) for the duration of their VCE Music Studies.

## What will I learn?

The four focus areas of the VCE music study are: performing, creating, analysing and responding to music

- Students are required to prepare and perform both solo and group works and create short musical exercises that reflect their understanding of the music that they study
- Students analyse and respond to a range of music by writing about different approaches to musical organisation and different styles and traditions
- Students also develop their auditory discrimination through identifying, recreating and writing music language concepts, for example, chords, scales, melodic and rhythmic patterns

## What type of activities will I do?

- Rehearse and perform a range of solo and group pieces which are learned over the course of the semester
- Compose short exercises or musical works / responses that show their understanding of different approaches to musical effect and organisation
- Respond in writing to a range of listening examples using music language describing the elements of music, concepts and compositional devices
- Complete a range of theory and aural exercises that focus on chords, scales, melodic and rhythmic patterns

## Why would a student choose this subject?

Students would choose this subject if they enjoy music and have experience on an instrument (including voice) and would like to further their understanding and competency in music performance, analysis, composition and theory and aural concepts. They would also choose this subject if they are interested in pursuing it at a tertiary level.

[Click here](#) for more information on the study design

## Where can this subject lead?

This subject can lead to tertiary courses or work in the following areas: performing, composing, arranging, teaching, management and agency work, music publishing, recording and mixing, sound production amongst other things.

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# VCE Music – Contemporary Performance Unit 3 & 4

## What will I learn?

The Contemporary Performance pathway of VCE Music at Units 3 and 4 is designed for students whose performance practice includes embellishment and/or improvisation and uses collaborative and aural practices in learning.

- Students prepare a program of performance assessment which styles can include (but are not limited to) rock, pop, jazz, EDM, country, funk and R&B.
- Students work primarily as a group or solo performer but at least one ensemble work with another live musician must be included in their program.
- Students will analyse practices that help them reimagine works and develop strategies for practice and performance.
- Students will analyse in the written form a range of styles and elements in music as well as identify aurally, recreate and document melody, harmony, and rhythmic organisation.

## What type of activities will I do?

- Rehearse and perform a range of solo and group pieces which are learned over the course of the semester. This will become the end of year exam performance of at least 20 minutes
- Analyse the elements, concepts and compositional devices being prepared for performance
- Present research and demonstrate approaches to rehearsal and performance strategies to overcome challenges and evaluate the effectiveness of these strategies.
- Respond in writing to a range of listening examples using music language describing the elements of music, concepts and compositional devices
- Complete theory and aural exercises that focus on melody, harmony and rhythmic organisation which are also then assessed in the end of year aural and written examination.

## Why would a student choose this subject?

Students would choose this subject if they enjoy music and have experience on an instrument (including voice) and would like to further their understanding and competency in music performance, analysis, composition and theory and aural concepts. They would also choose this subject if they are interested in pursuing it at a tertiary level or within a career pathway in the industry

## Where can this subject lead?

This subject can lead to tertiary courses or work in the following areas: performing, composing, arranging, teaching, management and agency work, music publishing, recording and mixing, sound production amongst other things.

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## VCE Music – Repertoire Performance Unit 3 & 4

### What will I learn?

The Repertoire Performance pathway of VCE Music at Units 3 and 4 is designed for students whose musical interests are grounded in the recreation and interpretation of notated music works and who wish to gain and share knowledge of musical styles and performance practices.

- Students prepare a program of performance assessment which styles can include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre and classical music's outside the Western tradition (eg; Indian, Chinese music)
- Students work primarily as a group or solo performer but at least one ensemble work with another live musician must be included in their program.
- Students will analyse practices that help them reimagine works and develop strategies for practice and performance.
- Students will analyse in the written form a range of styles and elements in music as well as identify aurally, recreate and document melody, harmony, and rhythmic organisation.

### What type of activities will I do?

- Rehearse and perform a range of solo and group pieces which are learned over the course of the semester. This will become the end of year exam performance of at least 20 minutes
- Analyse the elements, concepts and compositional devices being prepared for performance
- Present research and demonstrate approaches to rehearsal and performance strategies to overcome challenges and evaluate the effectiveness of these strategies.
- Respond in writing to a range of listening examples using music language describing the elements of music, concepts and compositional devices
- Complete theory and aural exercises that focus on melody, harmony and rhythmic organisation which are also then assessed in the end of year aural and written examination.

### Why would a student choose this subject?

Students would choose this subject if they enjoy music and have experience on an instrument (including voice) and would like to further their understanding and competency in music performance, analysis, composition and theory and aural concepts. They would also choose this subject if they are interested in pursuing it at a tertiary level or within a career pathway in the industry

### Where can this subject lead?

This subject can lead to tertiary courses or work in the following areas: performing, composing, arranging, teaching, management and agency work, music publishing, recording and mixing, sound production amongst other things.

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# ENGLISH



## English and English as an Additional Language (EAL)

### What is it all 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 and examine the way writers, speakers and film makers create meaning through storytelling and presenting argument.

### What will I learn?

- Students delve deeply into texts to build their understanding of a creator's purpose
- English students will also devote significant time to crafting their own writing
- Students plan, draft and create narratives, speeches, informative texts and express their opinions through their writing
- They will refine their ideas by experimenting with form, style, voice and narrative perspective and edit their work to suit specific purposes and specific audiences

### What type of activities will I do?

- Reading and creating analytical responses to text
- Crafting imaginative, persuasive and informative texts that explore big ideas
- Analysing and presenting arguments in written and oral forms
- Reading mentor texts and annotating the features of literary works
- Listening to texts

### Why would a student choose this subject?

VCE English focuses on effective written and spoken communication. These skills allow students to engage with the world 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' purpose and consider a 'reading' of a text. In this way, students develop the confidence to bring their own views and values to bear on the way a text is constructed.

[Click here](#) for more information on the study design

### Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

[BACK TO SUBJECT CHOICES](#)



# English Language

## What is it all about?

English Language focuses on the subsystems of language, the way we learn to speak, how English has evolved over time, and it investigates how we use English to understand ourselves and the world. Students think about, discuss and write about the way we communicate through English. Students learn to use metalanguage (the words we use to describe or analyse language) to support their analyses of texts. They also examine how English has changed over time and has evolved in different places.

## What will I learn?

- Students consider the way language varies and the social purpose of language
- Explore language variation and Australian society
- Learning about individual and group identities as evident in their use of English language
- Examining English across time and in different settings
- Metalanguage (including register, tone, rhetoric, parts of speech like “clause”, “noun” and “adjective”, sentence types and structure) and how writers use words to make meaning

## What type of activities will I do?

- Writing essays: analytical commentaries and expository essays
- Reading and analysing texts to discover their form, conventions, structure, audience and purpose
- Annotating texts to respond to the nature and functions of language
- Studying language acquisition
- Reading, discussing and researching about informal language

## Why would a student choose this subject?

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. Students of English Language must be highly skilled readers and be able to write extended essays. This study is quite demanding and requires students to be committed to regular homework and independent research.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

# English Literature

## What is this all 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.

## What will I learn?

- Students consider how language, structure and stylistic choices are used in different literary forms and types of text
- Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented
- Students discuss and write about the inter-relationships between the text, readers and their social and cultural contexts

## What type of activities will I do?

- Students ask questions about 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
- Students learn how to write interpretively, based on their investigation into a text

## Why would a student choose this subject?

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. Students recognise the way Indigenous Australian voices emerge in different literary forms including short stories, films and poetry.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

# HEALTH & PHYSICAL EDUCATION



## Health and Human Development

### What is this all about?

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 will I learn?

- 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

### What type of activities will I do?

- 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

### Why would a student choose this subject?

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 Organisation, as well as non- government organisations and the Australian government's overseas aid program.

### This study enables students to:

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.

[Click here](#) for more information on the study design

### Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

[BACK TO SUBJECT CHOICES](#)

# Physical Education

## What is this all about?

Through engagement in theory and 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 will I learn?

- 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
- 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

## What type of activities will I do?

- Use practical activities to understand the influences on participation and performance in physical activity, sport and exercise
- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement

## Why would a student choose this subject?

VCE Physical Education explores the inter-relationships 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.

## This study enables students to:

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.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

# Accounting

## What is it all about?

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).

## What will I learn?

Students study both theoretical and practical aspects of accounting.

## What type of activities will I do?

- They collect, record, report and analyse financial data
- Report, classify, verify and interpret accounting information
- Usage of both manual methods and Information and Communications Technology (ICT)

## Why would a student choose this subject?

Students might like to study Accounting if they are interested in working with numbers and accounts. Accountancy can open many areas in:

- Small Business
- Law – solicitors, police, federal police
- Accounting industry

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

## Australian Politics and Power (Unit 1 and Unit 2)

## Global Politics (Unit 3 and Unit 4)

### What is it all about?

VCE Australian and Global Politics is a dynamic and exciting subject in which students consider contemporary power at both national and global levels. Students explore, explain, analyse and evaluate key national and global issues and events to form a critical understanding of the world in which they live.

### What will I learn?

- Students will develop their skills of critical thinking, analysis, synthesis and argument.
- The course provides knowledge and skills that prepare students for formal study at the tertiary level and leads to opportunities in a range of careers, including academia, management, government, journalism, and law

### What type of activities will I do?

- Learn about key terms and concepts and the roles and functions of political parties, interest groups and the media
- Political spectrum and the ideas associated with its labels
- Examine the ideas, features of political systems and the ideas of liberalism in relation to limiting government power
- Characteristics of Australian democracy
- Compare a non-democratic political system with the Australian political system and use contemporary examples and case studies to explain and analyse political ideas and systems
- Develop explanations, arguments and points of view that use contemporary evidence and examples
- Learn the impacts and influences of political actors
- Case studies of political parties and interest groups and compare the roles and functions of media platforms in relation to contemporary political issues

### Why would a student choose this subject?

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study you will explore, explain, analyse and evaluate national and global political issues, and events. It enables students to become informed citizens, voters and participants in their local, national and international communities.

[Click here](#) for more information on the study design

### Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

# HUMANITIES



# Business Management

## What is it all about?

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business.

## What will I learn?

- Changes that need to be made to ensure continued success of a business
- Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources

## What type of activities will I do?

- Students 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 also 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

## Why would a student choose this subject?

Students should study Business Management if they are interested in starting a small business. Being able to work with various groups in retail, production, legal and service industries.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES

# Geography

## What is it all about?

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

## What will I learn?

- Students typically investigate Hazards and Disasters in Unit 1 and Tourism in Unit 2
- In Units 3 and 4 students, investigate the use of land and the changing land

## What type of activities will I do?

- They will identify characteristics of, and how governmental bodies respond to issues of, disasters and the impact of tourism on a local, national and global scale
- 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

## Why would a student choose this subject?

Students should study Geography if they are interested in making a difference to our environment. They may want to join councils and state bodies that could directly influence the way people and the environment interact.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES



## Modern History (Unit 1 and Unit 2)

## Australian History and Revolutions (Unit 3 and Unit 4)

### What is it all about?

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

### What will I learn?

- In Units 1 and 2, students typically investigate ideologies, conflicts, social orders, the Cold War and the changing political structures from the late 19th Century to the early 21st Century. They study how these events impact the social nature of a society through its political, economic and cultural activities on people
- In Units 3 and 4 students may wish to investigate either or both histories, early Australian History or the Revolutions of Russia and American History. Again, they will investigate the impact of how events shape people and places

### What type of activities will I do?

- Students will identify, analyse and interpret primary and secondary source information
- They will investigate historical interpretations of significant events and make comments on those interpretations
- They will research significant individuals and events
- They will evaluate the consequences of these events
- They may have excursions to the State Library for research skills

### Why would a student choose this subject?

Students should study History to continue to develop and shape our world into the future. Historians help shape government policy, laws and regulations. Historians help shape cultural and social policies across all areas of life.

[Click here](#) for more information on the study design

### Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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# Legal Studies

## What is it all about?

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

## What will I learn?

- 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

## What type of activities will I do?

- Students will investigate both Criminal and Civil Laws
- They will analyse parts of the Australian Constitution and evaluate it as a law-making process
- Develop explanations, arguments and points of view that use contemporary evidence and examples of the law-making process
- Learn the impacts and influences of political policy on law
- Investigate case studies of both Criminal and Civil Law
- Compare the roles and functions that Judges, Political Parties and the media play in relation to contemporary law-making

## Why would a student choose this subject?

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

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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# LANGUAGES

## French

### What is it all about?

Students are expected to have studied French from Year 7 but there are opportunities to return to languages, considered on a case-by-case basis. Students require a strong work ethic and genuine interest or passion.

Languages are much more than being able to speak to people of the community when on holiday in a foreign country. It is 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 that 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.

### What will I learn?

- 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 can speak another language. An employee is much more valuable if they are able to communicate successfully with a range of people from other countries
- We try to replicate a cultural experience as much as we can in the classroom

### What type of activities will I 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 topics that we cover are similar to ones you have seen in Year 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.

### Why would a student choose this subject?

Learning French is not just about the language but also about the cultural differences and traditions in French speaking countries around the world. In the past, there has been an opportunity to travel overseas every two years.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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## Indonesian

### What is it all about?

Students are expected to have studied Indonesian from Year 7 but there are opportunities to return to languages, considered on a case-by-case basis. Students require a strong work ethic and genuine interest or passion.

Languages are much more than being able to speak to people of the community when on holiday in a foreign country. It is 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 that 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.

### What will I learn?

- 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 can speak another language. An employee is much more valuable if they are able to communicate successfully with a range of people from other countries
- We try to replicate a cultural experience as much as we can in the classroom

### What type of activities will I do?

- In the language's 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.
- Since the pandemic, students of VCE Indonesian have been involved in on-line linkups with native Indonesian speakers in Jakarta, to support the oral learning of students. This has greatly enhanced the language relevance and study for all students involved.

### Why would a student choose this subject?

Learning Indonesian is not just about the language but also about the cultural differences and traditions in Indonesian speaking countries around the world. In the past there has been an opportunity to travel overseas every two years. Students who study Indonesian have a genuine interest in how people communicate. They emerge from this study as highly employable in the work force with sought-after skills from employers' perspectives.

[Click here](#) for more information on the study design

## Where can this subject lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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# MATHEMATICS

## VCE Mathematics

### What is it all about?

'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.

In 2025, Foundation Mathematics will be offered to Year 12 students in a bid to boost the number of senior students studying Mathematics and respond to employer concerns about the numeracy skills of young job seekers.

It is also for this reason that Mathematics is often a prerequisite for many courses including Health and Nursing, Finance, Engineering, Construction and Information Technology. Even when it 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 may also have numeracy tests as part of their entry process into TAFE's and Universities.

In VCE, there are currently four subjects of Mathematics:

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

[Click here](#) for more information on the study design

### Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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## Foundation Mathematics (Units 1 – 4)

### What is it all about?

Foundation Mathematics provides for the continuing mathematical development of students entering VCE.

In Foundation Mathematics, there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

### What will I learn?

The Areas of Study are:

- Algebra, number and structure
- Data Analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

### What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

### Why would a student choose this subject?

The purpose of this subject is to enable you to develop everyday numeracy with the focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to society. Students who study Foundation Mathematics in Year 11 can continue to Foundation Mathematics in Year 12. It is important for students to study Mathematics all the way through school, and this subject is designed to keep students engaged in Mathematics for as long as possible and would improve the numeracy skills of young people.

[Click here](#) for more information on the study design

### Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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# General Mathematics (Units 1 – 4)

## What is it all about?

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.

## What will I learn?

The Areas of Study are:

### General Mathematics Unit 1

- Investigating and comparing data distributions
- Arithmetic and geometric sequences, first order linear recurrence relations and financial mathematics
- Linear functions, graphs equations and models.
- Matrices

### General Mathematics Unit 2

- Investigating relationships between two numerical variables
- Graphs and networks
- Variation
- Space, measurement and applications of trigonometry

### General Mathematics Units 3 & 4

- Data Analysis
- Recursion and financial modelling
- Matrices
- Graphs and networks

## What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

## Why would a student choose this subject?

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.

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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## Mathematical Methods (Units 1 – 4)

### What is it all about?

Mathematical Methods provides a study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. 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, that is assumed knowledge and could be tested in the final examinations.

### What will I learn?

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

### What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

### Why would a student choose this subject?

Work in areas where mathematical modelling and probability are essential skills including Computing, Economics, Finance, Biomedicine and some Engineering.

[Click here](#) for more information on the study design

### Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

BACK TO SUBJECT CHOICES



# Specialist Mathematics Methods (Units 1 – 4)

## What is it all about?

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

## What will I learn?

### Specialist Mathematics Unit 1

- Graph theory
- Logic and algorithms
- Sequences and series
- Combinatorics

### Specialist Mathematics Unit 2

- Simulation, sampling and sampling distributions
- Transformations
- Vectors in the plane
- Complex numbers
- Functions, relations and graphs

### Specialist Mathematics Units 3 & 4

- Discrete Mathematics – argument and proof
- Functions, relations and graphs
- Algebra, number and structure – complex numbers
- Calculus
- Space and measurement – vectors
- Data analysis, probability and statistics

## What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

## Why would a student choose this subject?

Work in areas where a high level of mathematics and calculus are essential skills including Engineering and Mathematics.

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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# SCIENCE

## UNIT 1 - 4 Biology

### What is it all about?

VCE Biology is the scientific study of life. Students will study life at many levels of organisation, beginning with the cell. This knowledge is then built upon and applied to both plants and animals, as well as evolution and populations.

### What will I learn?

- Students will develop a range of inquiry skills including practical experimentation, research and analytical skills
- 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

### What type of activities will I do?

- Students engage in a variety of learning activities including class discussion, practical activities and group work
- Biology involves a significant amount of practical work that compliments theoretical knowledge
- Students use the scientific method to make observations, pose questions, generate hypotheses, perform experiments, and form conclusions about the world around them, perform experiments, and form conclusions about the world around them

### Why would a student choose this subject?

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.

The study of VCE Biology forms a nice partnership with:

- Chemistry
- Psychology
- Environmental Science
- Physical Education

[Click here](#) for more information on the study design

### Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

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# Chemistry

## What is it all about?

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? How can chemists design and build new materials for specific purposes? How can we analyse the materials around us?

## What will I learn?

- Students learn how the basic structure of matter determines why and how different materials are formed
- Students will learn how to use chemical reactions as a method of analysis, as well as synthesis of new materials
- The tools chemists use to measure matter, energy and to control reactions
- You will develop skills in designing and undertaking experimental work, analytical skills including critical and creative thinking and communication skills

## What type of activities will I do?

- Class discussion and practical activities, Independent and group work, Teacher directed and student directed activities and content
- The subject involves both theory and a significant amount of practical work, as you put the principles learned into practice

## Why would a student choose this subject?

Did you enjoy the Year 7-10 Chemistry units such as elements, compounds and mixtures, separation of mixtures, atomic structure, chemical reactions or the Food and Consumer Science unit, the Chemistry-Biology elective or the Physics-Chemistry elective? Do you want to understand why bread burns but butter melts? Then Chemistry is for you.

The study of VCE Chemistry forms a nice partnership with:

- Biology
- Physics
- Environmental Science

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# Environmental Science

## What is it all about?

VCE Environmental Science is like studying to be a detective for the planet whilst trying to understand and solve environmental issues. The subject draws on aspects of the other sciences, and within a systems approach you start to see how aspects such as pollution, the atmosphere and climate change and ecosystems all interact: a more holistic understanding of how life on Earth is sustained.

## What will I learn?

- Environmental Science enables students to further develop their skills in setting up laboratory practicals, analyse results and communication of findings
- The high public profile of environmental issues like loss of biodiversity, energy production (hydrogen/electric vehicles) and plastic in the oceans means that case studies offer you contemporary opportunities for critical and creative thinking

## What type of activities will I do?

- You will examine how we, as humans, plan for and monitor the environment using scientific, economic, ethical and social indicators
- Practical activities both in and out of the laboratory
- Fieldwork, field trips and camps to study conservation of endangered species, biodiversity, sustainable development, rehabilitation of mine sites and renewable energy
- Class discussion, independent and group work, teacher directed and student directed activities and content

## Why would a student choose this subject?

If you are interested in Science and curious about how the world works then Environmental Science is for you. The subject encompasses Biology (biodiversity of living things), Physics (climate change and energy production) and Chemistry (pollution and the Carbon Cycle) all studied in the context of the environment.

## The study of VCE Environmental Science forms a partnership with:

- Chemistry
- Biology
- Physics

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# Physics

## What is it all about?

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.

## What will I learn?

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

## What type of activities will I do?

- Class discussion and practical activities, independent and group work, teacher directed and student directed activities and content
- Students 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

## Why would a student choose this subject?

- 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.

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

- Chemistry
- Specialist Mathematics
- Systems Engineering

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# Psychology

## What is it all about?

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.

## What will I learn?

- 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

## What type of activities will I do?

- Class discussion and practical activities, independent and group work
- Teacher directed and student directed activities and content
- You will develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills

## Why would a student choose this subject?

Do you find human behaviour interesting? How the human brain works? Why you display some similar traits to your siblings/parents but also display different traits? How can sleep impact on your mental function? Why you can recall useless information instead of the important information? If yes, then VCE Psychology is for you.

## The study of VCE Psychology forms a nice partnership with:

- Biology
- HHD
- Physical Education

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# Food Studies

## What is it all about?

VCE Food Studies 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.

## What will I learn?

- 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

## What type of activities will I do?

- Students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors
- Students focus early on the science of food. Then they study evidence-based principles, to develop their capacity to analyse advice on food choices

## Assessment activities include:

- Research tasks
- Written report
- Media analysis
- A range of practical activities with practical records
- Sensory evaluations of food

## Why would a student choose this subject?

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 focus.

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# TECHNOLOGY

## Product Design and Technology – Wood & Metal

\*Folio Subject\* \* Can only select one PD&T

### What is it all about?

Product Design and Technology (Wood & Metal) focuses on design thinking, creative problem solving and understanding product design factors. Through this subject you take on the role of the design maker.

### What will I learn?

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

### What type of activities will I do?

- Students will 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, analyse, and evaluate design
- 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, 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 use 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

### Why would a student choose this subject?

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 produce a practical product using the design process.

[Click here](#) for more information on the study design

### Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.



# Product Design & Technology – Textiles

\*Folio Subject\*

## What is it all about?

In VCE Product Design and Technology (Textiles) students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. Analysis, modification and improvement of a product design and consider the materials used and their related sustainability issues.

## What will I learn?

With its focus on design thinking, Design and Technology supports students to be innovative, reflective and critical in creating design solutions, while taking account of their impact on cultural, ethical, environmental and economic conditions.

## What type of activities will I do?

- Students will study sustainable product redevelopment
- Focusing on the analysis, modification and improvement of a product design using sustainable product design thinking
- Students will study collaborative design, involving producing and evaluating a collaborative designed product.
- Design teams generate a design brief from a relevant scenario
- Materials, techniques and processes are used to transform design options into products

## Assessment activities include:

- Creative and critical design thinking
- Environmental, social and economic impacts
- Materials and processes
- Design brief, production plan, feedback
- Evaluate Relationship between designer and user
- Finished Product compared to commercial quality

## Why would a student choose this subject?

In this subject, student's assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability.

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# Systems Engineering

**\*Folio Subject\***

## What is it all about?

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

## What will I learn?

- Students are introduced 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 to define and explain physical characteristics
- Students will study Integrated Systems Engineering and Energy with a focus on how mechanical and electro tech 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

## What type of activities will I do?

- 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
- 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
- ONE substantial production task is to be undertaken

## Why would a student choose this subject?

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electro technological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# VCE Computing

Applied Computing (Units 1 & 2), Data Analytics (Units 3 & 4) Computer Software (Units 3 & 4)

## What is it all about?

VCE Computing enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and Information and Communications Technology (ICT) skills. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

## What will I learn?

- VCE Computing study design features a problem-solving methodology to create digital solutions in a range of contexts
- 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
- 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

## What type of activities will I do?

- Introduced to the stages of the problem-solving methodology within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions
- Application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data
- Identify and extract data using software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics
- Findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats

## Why would a student choose this subject?

VCE 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.

[Click here](#) for more information on the study design

## Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required.

# Algorithmics (Units 3 & 4)

## \*Higher Education Scored Study\*

### What is it all about?

Most of the assumed knowledge is covered in VCE Mathematics Methods Units 1 and 2. Students are expected to be currently enrolled in, or have successfully completed, VCE Mathematical Methods Units 1 and 2.

### What will I learn?

- Combine their knowledge of data modelling and algorithm design to solve real world problems
- Understand the mathematical foundations of computer science and software engineering
- Use symbolic representations and abstraction to formalise real-world information problems
- Design algorithms to solve practical information problems, using suitable abstract data types and algorithm design patterns
- Investigate the efficiency and correctness of algorithms through formal analysis and empirically through implementation as computer programs
- Reason about the physical, mathematical and philosophical limits of computability

### What type of activities will I do?

#### Unit 3: Algorithmic problem solving

This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem-solving procedures that exist independently of computers. The study of algorithms lies at the heart of computer science and provides the formal foundation for computer programming. Algorithmic problem solving is a technique that can be applied very broadly in addressing a wide range of complex practical problems:

- Data modelling with abstract data types
- Algorithm design
- Applied algorithms

#### Unit 4: Principles of algorithmics

This unit focuses on the performance of algorithms and the scope and limitations of algorithms. Students develop the knowledge and skills to identify the resources that an algorithm needs to function efficiently and effectively:

- Formal algorithm analysis
- Advanced algorithm design
- Universality of computation and algorithms

### Why would a student choose this subject?

VCE Algorithmics (HESS) provides the foundation for studying computer science and software engineering at tertiary level and some universities may offer accelerated pathways to students who have completed this study. The study also provides a conceptual framework for structured problem-solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.

[Click here](#) for more information on the study design

### Where can these subjects lead?

You can [click here](#) to discover occupations these subjects may lead to and the level of training required

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# GLOSSARY

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# Glossary

## **Australian Tertiary Admission Rank (ATAR)**

A ranking on a scale of 0.00 to 99.95, based on study scores, given to a student. Calculated by VTAC and used by tertiary institutions to select students for their courses.

## **Department of Education and Training (DET)**

The Victorian Government department that administers school education, apprenticeships and traineeships.

## **General Achievement Test (GAT)**

Completed by all students in Year 12 and also those students in Year 11 studying a VCE Unit 3 and 4 study or a scored VCE VET Unit 3 and 4 study.

## **Outcomes**

What students are expected to know and be able to do by the time they have finished a VCE unit.

## **Registered Training Organisation (RTO)**

Approved by the Victorian Registration and Qualifications Authority or Australian Skills Quality Authority to deliver and issue VET qualifications.

## **Satisfactory (S)**

Certifies that a student has achieved the outcome for a unit. If a student does not satisfactorily complete a unit, they will receive an N (not satisfactory).

## **School-assessed coursework (SAC)**

Used to assess a student's level of achievement. Tasks are selected by the school from the designated study design.

## **School-assessed task (SAT)**

Occurs in studies where products and models are assessed.

## **School-based apprenticeship or traineeship (SBAT)**

An apprenticeship or traineeship undertaken in the VCE or VCE-VM, with at least one day a week spent on the job or in training during the normal school week.

## **Semester**

Half the academic year (around 20 weeks across two school terms). Most units last for one semester. In the VCE, Unit 3 is completed in the first semester and Unit 4 is completed in the second semester.

## **Statement of Attainment**

A record of recognised learning that may contribute towards a VET qualification.

## **Statement of Results**

A set of documents that states a student's VCE or VCE-VM results, and whether the relevant certificate has been awarded.

## **Structured workplace learning (SWL)**

On-the-job training that allows VET students to develop their work skills and understand employer expectations.

## **Studies**

The subjects available in the VCE.

**Study score**

A score between 0 and 50, showing how a student performed in a VCE study or scored VCE VET program, relative to all other students. This is calculated using the scores achieved in each of the graded assessments for the study.

**Technical and Further Education (TAFE) institute**

Offers a range of vocational tertiary courses up to the level of advanced diploma.

**Units (VCE-VM)**

Accredited units in Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills.

**Units (VCE)**

The parts of a study in the VCE. There are usually four units in a study.

**Victorian Curriculum and Assessment Authority (VCAA)**

Manages the VCE, VCE-VM and VPC.

**Victorian Registration and Qualifications Authority (VRQA).**

Victoria's education and training regulator.

**Victorian Tertiary Admissions Centre (VTAC)**

Calculates and distributes the ATAR and processes tertiary entrance applications.

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# GUIDELINES

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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.

Some of these guidelines may apply to you but not necessarily all of them. Please seek guidance from the Careers Team and a 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

### Agriculture & Horticulture

- You enjoy the art, technology, business, education and science of Australia's finite land and water resources.
- You are looking at further study or career involving the food we eat, the landscapes we live and play in, the environments we thrive in
- Interest in the business of managing and using what we grow, maintaining the health of our soil, air, and water, the wellbeing of our children, our communities, and our world

### Applied Computing including Data Analytics and Software Development

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

### Art Creative Practice

- 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/or planning

### Australian Politics and Power

- You enjoy politics, philosophy, law and global studies

### 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 i.e. it is either assumed or recommended that you study Chemistry
- You want to study a science course at university i.e. it is either assumed or recommended by the university that you do this
- You want to study engineering at university i.e. it is either assumed or recommended by the university that you do this

## **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 (e.g. 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 (e.g. 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 (Modern 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)**

- Foundation Mathematics: this Mathematics focuses on practical contexts encountered in everyday life in the community, at work and at study
- General Mathematics: this Mathematics 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 Mathematics and did very well in Year 10 Advanced Mathematics (i.e. achieved 80% or above). You are looking at university study in the areas of Mathematics, Computer Science, Engineering, etc.

### **Media**

- You have enjoyed this subject as an elective
- You are a creative person who can manage long-term projects
- You are considering a career or further study that includes planning, producing, distributing, analysing or reviewing media products

### **Music including Inquiry, Contemporary Performance, Repertoire Performance 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 (e.g. 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 (i.e. achieved 70% or above)
- You want to study a medical or health-related course at university (e.g. 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 and it is either assumed or recommended by the university that you do this

### **Product Design and Technology - Textiles**

- 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 textiles and/or fashion and working with fabric/materials, or a design-based occupation

### **Product Design and Technology - Wood & Metal**

- 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 e.g. Social Science, Psychology, Nursing, Medical Science
- You have high literacy skills
- You want to study a science course at university

**Religion Education including Youth Ministry (see attached)**

- 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 (e.g. Christianity, Islam, Buddhism, Judaism and Hinduism)
- The skills acquired in the course will suit students wishing to study humanities-based courses at university

**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, as an 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

# 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.

Caroline Nolan  
VCE Coordinator  
Ph.: 03 5337 2270

Belinda Dwyer  
VCE-VM/Applied Learning Leader  
Ph.: 03 5337 2290  
b.dwyer@damascus.vic.edu.au

Georgia Shillito  
Careers & Pathways Leader Ph.: 03 5337 2251

## **Oversees Careers program delivery and function**

Alan Archbold  
Careers & Pathways Educator  
Ph.: 03 5337 2235

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

Careers Team email: [careers@damascus.vic.edu.au](mailto:careers@damascus.vic.edu.au)

The following people are also able to help you to discuss your subject choices further:

- Your TA
- Subject Teachers

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

- Victorian Curriculum and Assessment Authority (VCAA) [www.vcaa.vic.edu.au/Pages/HomePage.aspx](http://www.vcaa.vic.edu.au/Pages/HomePage.aspx)
- VTAC [vtac.edu.au](http://vtac.edu.au)
- My Future [myfuture.edu.au](http://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
- Where to Now? [www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/VCE.aspx](http://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/VCE.aspx)

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# FREQUENTLY ASKED QUESTIONS

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# Victorian Certificate of Education Vocational Major (VCE-VM)

## Why would I choose to do the VCE-VM 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 may feel that this is not the right option for you
- Just like the VCE, the VCE-VM is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCE-VM is based on hands-on learning, also known as 'applied learning'
- If you choose to do the VCE-VM, 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 VCE-VM?

You can begin your VCE-VM program in Years 11 or 12 of secondary school. The VCE-VM is also available at most TAFE institutes and several Adult Community Education (ACE) centres.

## Are there any entry requirements?

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

## What do you get after successfully completing the VCE-VM?

If you successfully complete your learning program, you will receive a VCE Vocational Major Certificate.

## What do I study?

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

- Literacy and numeracy skills
- Work related skills
- Industry specific skills
- Personal development skills
- Healthy living skills
- VET
- Religious Education and/or Youth Ministry
- 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. In 2023 VCE-VM is a new study program so the rules around swapping to the VCE program will be advised on an individual basis.

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

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

- Part-time apprenticeship or traineeship
- Part-time work
- Work placement

**How is the VCE-VM assessed?**

All accredited courses/certificates in your VCE-VM 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 VCE-VM units.

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

All Year 12 students 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 Science and the Arts.

**Can I get into university if I successfully complete the VCE-VM?**

- 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, VCE-VM 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 VCE-VM program at senior level and you decide that you might be interested in going on to university, see your teacher or careers leader. It is possible that some universities will consider students with a VCE-VM Senior certificate for admission.

**What are my options once I have completed the VCE-VM?**

VCE-VM 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 VCE-VM studies?

- No, your VET program is part of your VCE or VCE-VM and will be one of your elective choices. For example, selecting VET in Sport and Recreation in Year 11 and/or 12 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 VCE-VM classes will be missed at times.
- For a Year 10 student, VET is an extra subject 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 VCE-VM 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.

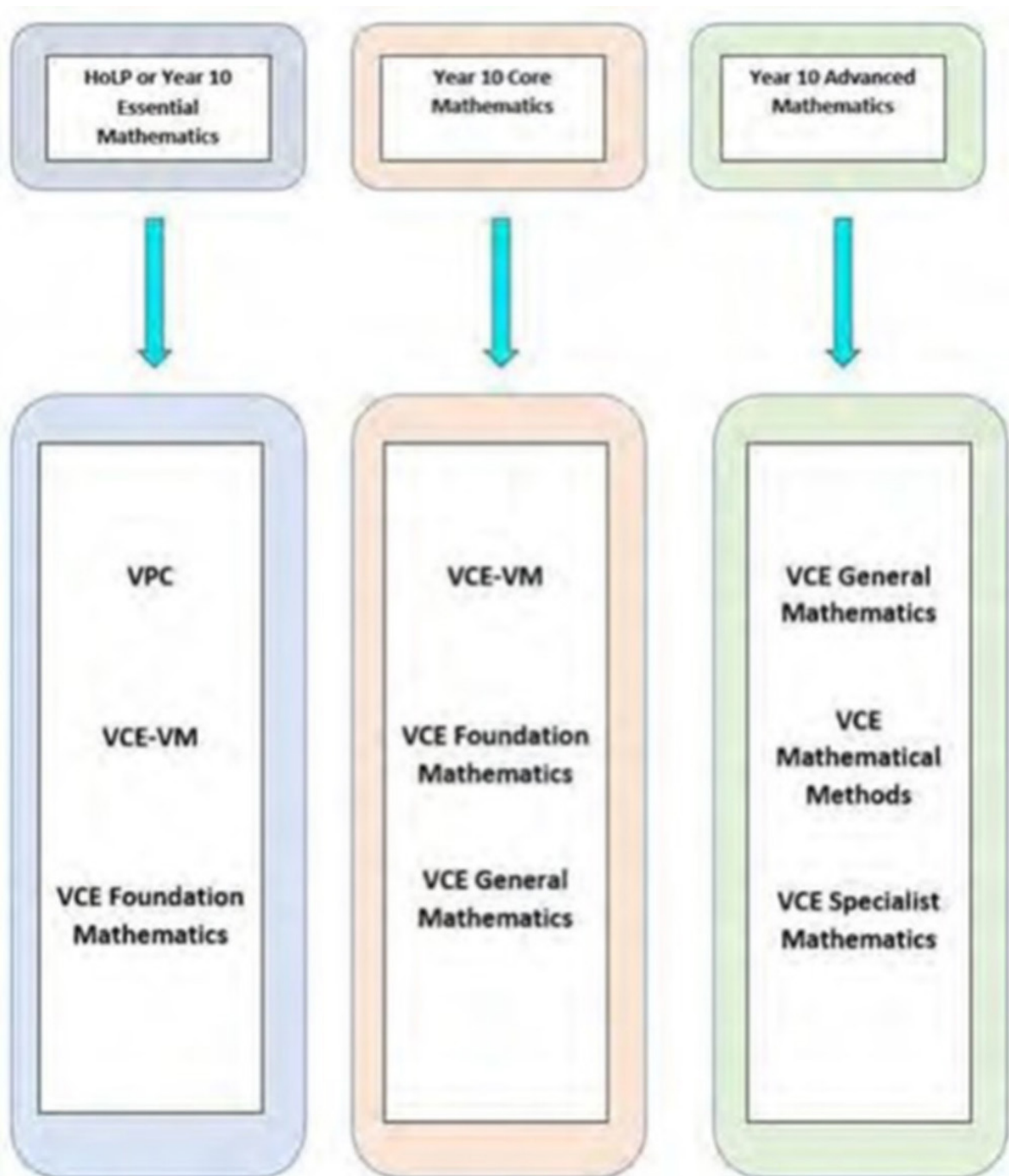
## Do I have to select compatible VCE or VCE-VM subjects that relate to my VET program?

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

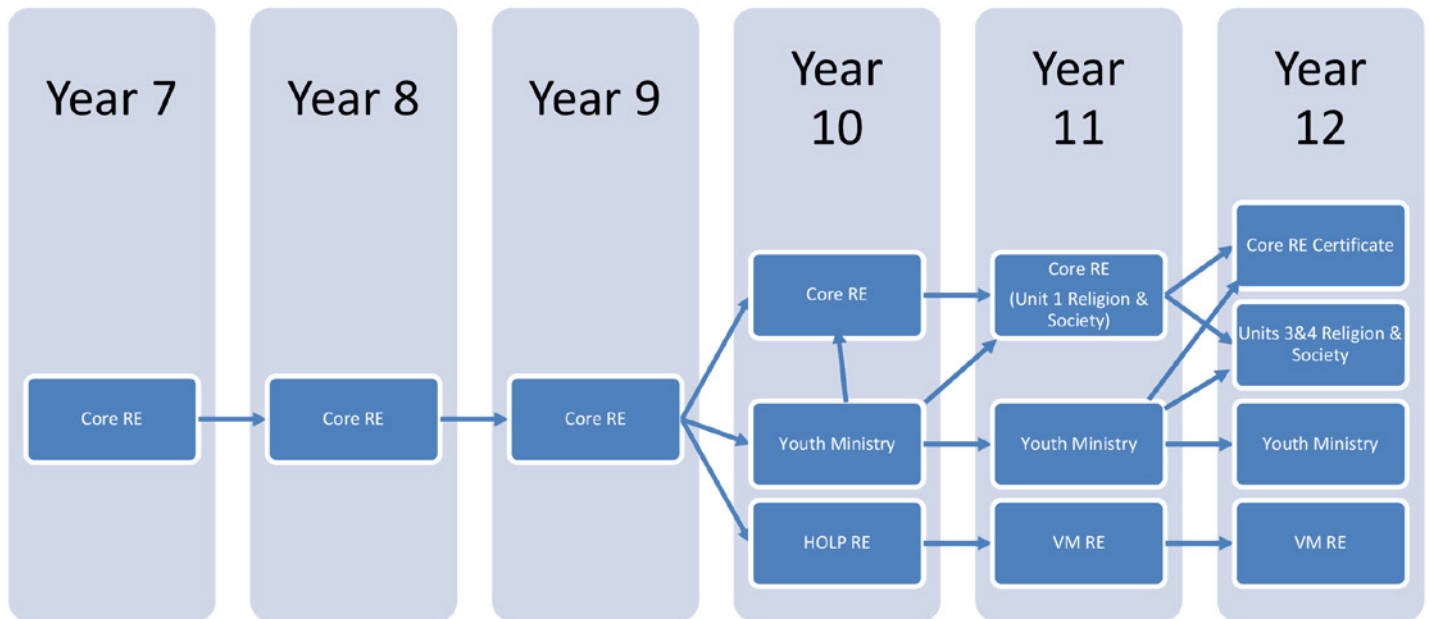
## How do I decide if I should do a VET program?

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

## APPENDIX 1 Mathematics Pathways

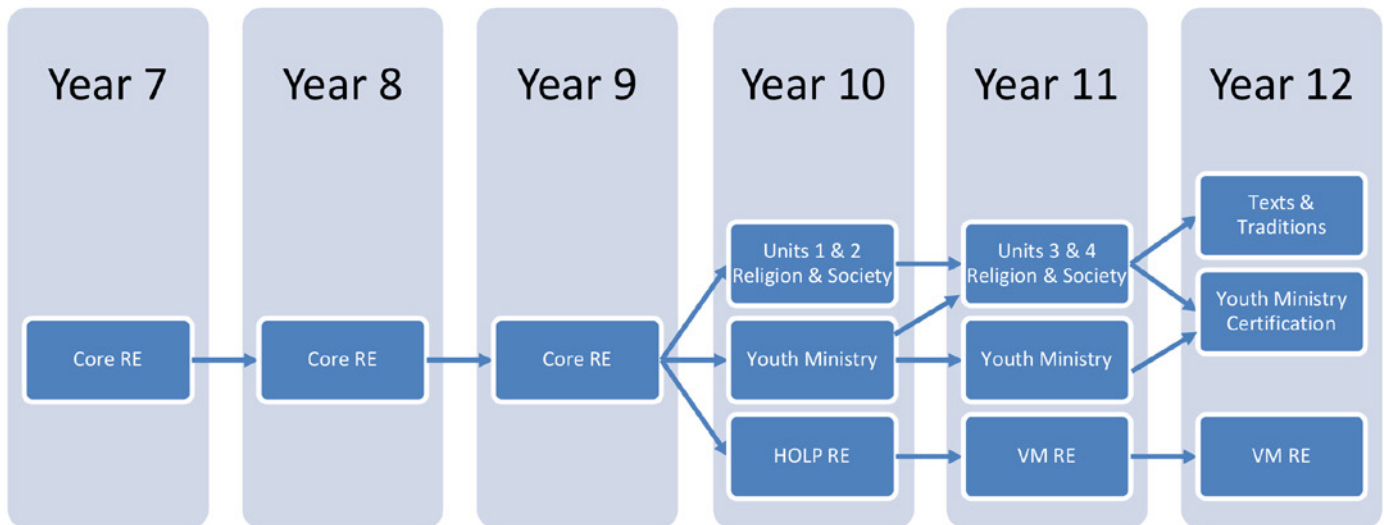


## APPENDIX 2 Religious Education Pathways



### Notes:

- In Year 12, Youth Ministry students can opt to study Youth Ministry alongside Units 3&4 Religion & Society if they wish.
- Youth Ministry students are required to go through an application and interview process to join at Year 11 or Year 12.





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