

DAMASCUS COLLEGE

SENIOR (YEAR 11 AND 12) - MY PATHWAYS

2022



DAMASCUS COLLEGE
SENIOR (YEAR 11 AND 12) - MY PATHWAYS

Contents

1. Introduction to Senior Pathways and Subjects (VCE, VET and VCAL)

- VCAL
- VET Courses
- VCE
- Religious Education Program

2. Senior Subject Overview

- Subjects

3. How do I choose which VCE subjects suit me?

- Glossary
- Guidelines when selecting subjects
- VCE Subjects

4. Application Forms

- VCAL Application Form
- VET Application Form
- Year 11 Application Form
- Year 12 Application Form
- Literature and English Language Application Form

5. Further Help - Contacts

6. Frequently Asked Questions

7. Appendix 1: VCE Mathematics Pathways

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 Applied Learning (VCAL) or the Victorian Certificate of Education (VCE).

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

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

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

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

By completing a VET course, not only do they contribute towards your VCE/VCAL (and some will count towards your ATAR depending upon the course of study), but you will also gain 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 that qualification as being very valuable and it can really help you with getting a job.

Core Subjects

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

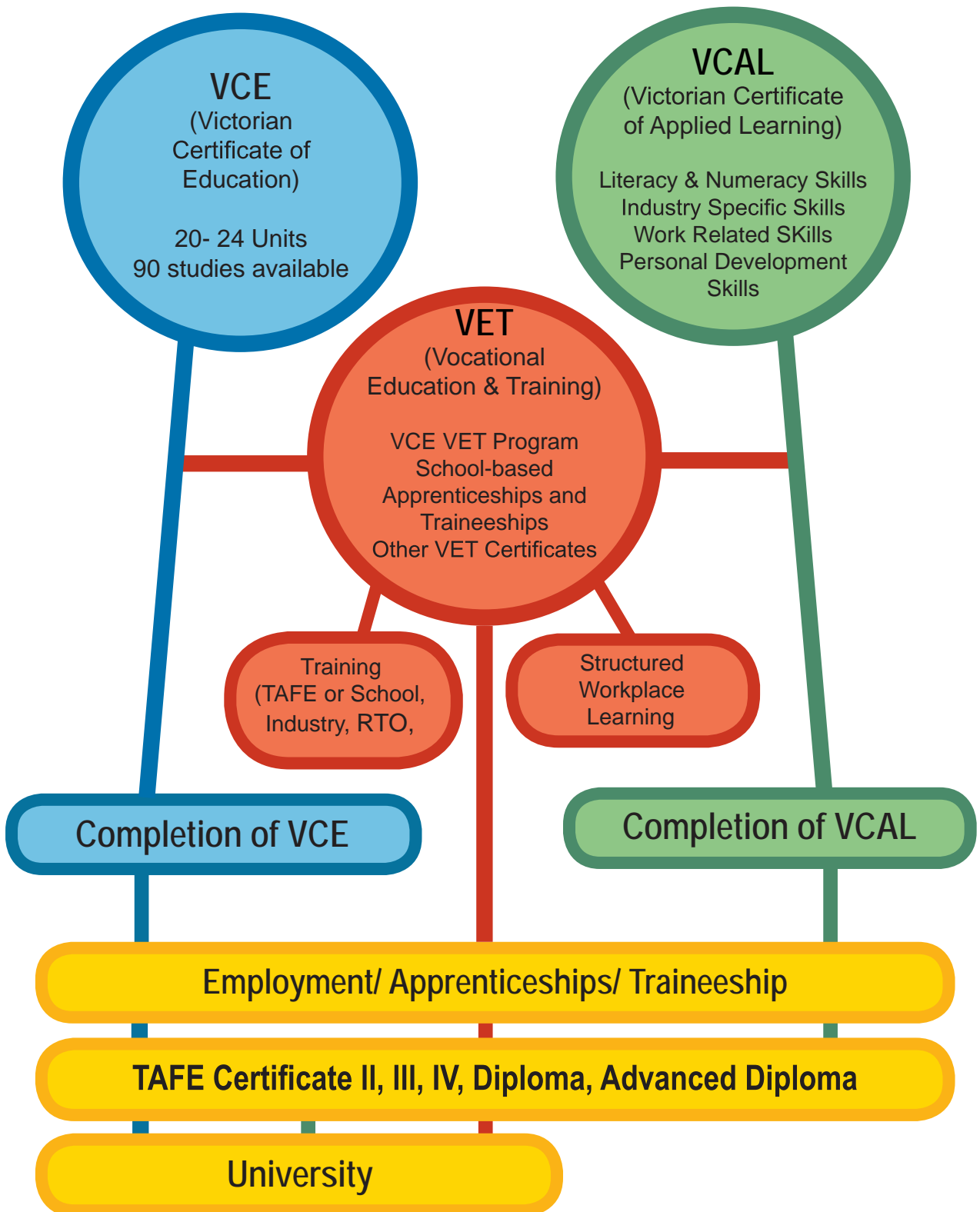
- Religious Education.
- English.

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

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

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

Learning Pathways



VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)



What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) 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. VCAL has three levels: foundation, intermediate and senior.

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

- VCAL Personal Development
- VCAL Numeracy
- VCAL Literacy
- VCAL Work-related Skills
- A VET Course
- Religious Education

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

****There will be an update in 2023 to the VCAL program****

For more information about VCAL click here

VCAL Industry Skills:

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

VCAL Personal Development

What is it about?

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

What you will 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

VCAL Numeracy

What's it about?

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

What you will do:

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

VCAL Literacy

What's it about?

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

What you will do:

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

VCAL Work-related Skills

What's it about?

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

What you will do:

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



VOCATIONAL EDUCATION AND TRAINING (VET)

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 backup 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.

You must understand that there is an additional fee involved in taking a VET subject and that 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

A large number of VET courses are offered by other providers in the Highlands LLEN VET cluster.

These vary from year to year but often include:

Certificate II (partial) in Agriculture	Certificate III in Screen and Media
Certificate II in Animal Studies	Certificate II in Kitchen Operations (Hospitality)
Certificate II in Automotive Vocational Preparation	Certificate III in Information, Digital Media and Technology
Certificate III Allied Health Assistant	Certificate III Sport and Recreation
Certificate III Early Education (partial)	Certificate III in Music Industry (Audio Focus)
Certificate II in Furniture Making	Certificate III in Music Industry (Sound Production)
Certificate II in Community Services	Certificate II (partial) in Plumbing (pre-apprenticeship)
Certificate II in Dance	Certificate III in Printing and Graphic Arts (General)
Certificate II in Electro Technology (Career Start)	Certificate II in Retail Cosmetics
Certificate II in Engineering Studies – Fabrication	Certificate II in Salon Assistant
Certificate II in Engineering Studies - Technical	
Certificate II in Equine Studies	
Certificate II in Landscaping	

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

Certificate II 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 study score 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](#) 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 & 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](#) 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 may have material fees

Certificate II in Community Services (1st Year)

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.

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

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

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:

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

- 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.

Program will be run subject to numbers. Alternatively, students will attend 2nd year through the Highlands LLEN cluster.

This course may have material fees

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

Course description:

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

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

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

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



VICTORIAN CERTIFICATE OF EDUCATION (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 in Society;
- Unit 1 and 2 in five other subjects, which may include VET studies.

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

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 attempt a minimum of 5 Unit 3/4 sequences.

What is the ATAR?

For further information on the VCE program and how the ATAR is calculated, click [here](#) 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 pre-requisite or a recommended subject for a particular higher education course or career pathway?
- Have I read carefully the notes which follow the subjects list to check the specific requirements of certain subjects?

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

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

Notes:

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

Change of Subject Guidelines

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

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

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

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

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

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

RELIGIOUS EDUCATION

Religious Education-Post Compulsory Pathways

At Damascus College, students have a variety of ways in which they can continue their Religious Education Studies in their Post Compulsory years. All students at Damascus College are expected to continue their studies in Religious Education.

- In Year 11 and 12, some students will choose the pathway of VCAL where students will work through a range of RE-VCAL units of work that have an applied learning focus
- In Year 11, all students choosing the VCE Pathway will work toward completing the VCE Study: Religion and Society Unit 1
- In Year 12, students also have the option of choosing the VCE Pathway and will work toward completing VCE Study: Religion and Society Units 3 and 4
- In Year 12 students choosing not to study Units 3 and 4 Religion and Society will participate in a range of learning experiences that will contribute to their attainment of the Year 12 Certificate of Religious Education

VCAL: Religious Education

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

The three Fundamental Principles are:

- Christians value the sacredness of human life created in the image and continuing to grow in the likeness of God.
- We live in an interconnected world, which calls us to respect and act for justice for all creation.
- We live in a pluralistic and secular culture. People's spirituality, customs and way of life are informed by their particular religious and/or non religious World-views

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

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



VCE: Religion and Society

Why would a student choose this subject?

Students will develop skills in research and analysis, assisting them to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

What you will do:

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.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

This study enables students to:

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.

Students will study the value systems that guide religious traditions and the religious beliefs and other aspects of religion that express these.

For more information on the Areas of Study 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.
- VCE Unit 2: Religion and Ethics.

Prayer and Mediation

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' creation.

Learning Outcomes

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

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

Liturgical Music

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



SENIOR SUBJECT OVERVIEW

Senior Subjects

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

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

SUBJECTS	
Art	French
Studio Arts - Photography	Indonesian
Visual Communication Design (VCD)	Foundation Mathematics
Drama	General/Further Mathematics
Media	Mathematical Methods
Music Performance	Specialist Mathematics
Music Style and Composition	Applied Computing
English	Biology
English Language	Chemistry
Literature	Environmental Science
Health and Human Development	Physics
Physical Education	Psychology
Accounting	Agriculture & Horticulture
Australian Politics and Power	Food Studies
Business Management	Product Design & Technology – Wood & Metal
Geography	Product Design & Technology - Textiles
History - Modern History/ Australian History and Revolutions'	Systems Engineering
Legal Studies	

Timetabling Consideration

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

A photograph of two students in an art studio. The student in the foreground is a young woman with blonde hair and braces, wearing a blue school uniform and a paint-splattered apron, smiling broadly. The student in the background is a young woman with dark hair and glasses, also wearing a blue school uniform and a paint-splattered apron, looking down at her work. They are in a well-lit studio with various art supplies visible.

ARTS

Art

Why would a student choose this subject?

VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints.

What you will do:

Folio subjects are unlike many other subjects at VCE level. Folio subjects require a lot of sustained effort.

Want to get into Design, Production or Fine Arts? In the same way that Methods makes sense for Engineering, folio subjects such as Art make sense for these aspirations. You might also simply be dedicated to Art or 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!

This study enables students to:

Folios can be seen as personal projects – something a little different from other VCE subjects.

- Students view artworks and investigate the working practices of artists from different cultures and periods of time
- You can work in clay, paint, wire and so many other materials
- You can draw, sculpt, print, construct and more.

There are so many options for your Folio development.

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

For more information on the Areas of Study click [here](#) for more information on the study design.

- For more information contact the Art teachers at Damascus

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 for examples of student work](#)

[BACK TO SUBJECT LIST](#)

Studio Arts - Photography

Why would a student choose this subject?

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

What you will do:

- Create original artworks using analogy and digital photographic techniques
- Maintain a folio of photographic techniques and skill building exercises
- Analyse and discuss artworks to develop of visual literacy
- Visit different types of galleries to see photographic artwork
- Have access to professional photographic studio equipment and a traditional darkroom

This study enables students to:

- Develop confidence collaborating with people in a studio or location shoot
- Learn post production techniques using creative programs such as Adobe Photoshop, Adobe Bridge, and light room
- Go on excursions to visit photography and art exhibitions

For more information on the Areas of Study click [here](#) for more information on the study design

- For more information contact the Studio Arts- Photography teachers at Damascus

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 for examples of student work](#)

[BACK TO SUBJECT LIST](#)

Visual Communication Design (VCD)

Why would a student choose this subject?

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

What you will do:

- Students will learn about technical drawing that complies with the Australian Standards convention to enable students to understand the strict guidelines when drawing manually or digitally.
- Following this folio, the work draws on the design elements and design principles to encourage the practice of diverse methods and applications in visual communications.
- Inspired by contemporary issues surrounding sustainability, recycling and the environment, students will initiate folio work, from concept to final product design.
- Students should have manual and digital skills appropriate for this level of study that will assist students to produce observational drawings from life, and visualisation of ideas from their imagination.
- When writing about visual communications and design in this subject, students will need to be able to describe, reflect and analyse research into design and designers.

This study enables students to:

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

For more information on the Areas of Study 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 for examples of student work](#)

[BACK TO SUBJECT LIST](#)

Drama

Why would a student choose this subject?

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

What you will do:

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

This study enables students to:

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

For more information on the Areas of Study 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 LIST](#)

Media

Why would a student choose this subject?

Students might choose this subject for the following reasons:

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

What you will do:

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

This study enables students to:

- 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.

For more information on the Areas of Study 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 LIST](#)

Music Performance

Why would a student choose this subject?

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

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other art forms and fields of endeavour.

What you will do:

Students are engaged in the following:

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

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

This study enables students to:

A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

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

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

For more information on the Areas of Study 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 LIST](#)

Music Style and Composition

Why would you choose Music?

This subject is for anyone who loves music, is open to learning more about a broad range of musical styles and would like to develop or explore further their composition of music.

It is useful for anyone studying a musical instrument and those hoping to go on to tertiary music courses. Those who would like to understand more about music and its different elements will enjoy this subject.

What you will do:

Students are engaged in:

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

This study enables students to:

Be open to listening and analysing other styles to observe how the composer has used the music elements and what compositional devices the composer utilised.

Some basic music theory knowledge is recommended (e.g. Grade 1 or 2 AMEB Theory level).

It would be advantageous to have knowledge of a music notation program such as AVID's Sibelius to help you to compose and playback your music.

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

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

For more information on the Areas of Study 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 LIST](#)



English as an Additional Language (EAL)

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

What you will do:

- Reading and creating texts
- Analysing and presenting arguments
- Reading and comparing texts
- (EAL Students only) Listening to texts

This study enables students to:

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

For more information on the Areas of Study 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 LIST](#)

English 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

What you will do:

- The nature and functions of language
- Language acquisition
- English across time
- Englishes in contact
- Language variation and social purpose
- Informal language
- Formal language
- Language variation and Australian society
- Individual and group identities

This study enables students to:

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

For more information on the Areas of Study 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 LIST](#)

Literature

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.

What you will do:

- 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 focus on the inter-relationships between the text, readers and their social and cultural contexts.
- Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.
- Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel.
- They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure.
- Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created.
- Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations.

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)



HEALTH AND PHYSICAL EDUCATION

Health and Human Development

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.

What you will do:

- Understand the complex nature of health and wellbeing, and human development
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- Develop understanding of the Australian healthcare system and the political and social values that underpin it
- Apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- Propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels

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.

For more information on the Areas of Study 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 LIST](#)

Physical Education

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.

What you will do:

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

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.

For more information on the Areas of Study 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 LIST](#)



HUMANITIES

Accounting

Why would a student choose this subject?

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 you will do:

- 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).

This study enables students to:

Students might like to study Accounting if they are interested in working with numbers and accounts.

Accountancy can open up many areas in:

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

For more information on the Areas of Study click [here](#) for more information on the study design

Where can this subject lead?

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

[BACK TO SUBJECT LIST](#)

Australian Politics and Power (Unit 1 and Unit 2)

Global Politics (Unit 3 and Unit 4)

Why would a student choose this subject?

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. As a result, students will also 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 you will do:

- Learn about key terms and concepts and the particular 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

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)

Business Management

Why would a student choose this subject?

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

What you will do:

- Student 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.

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)

Geography

Why would a student choose this subject?

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 you will do:

- Students typically investigate Hazards and Disasters in Unit 1 and Tourism in Unit 2. They will identify particular characteristics of, and how governmental bodies respond to issues of, disasters and the impact of Tourism on a local, national and global scale.
- In Units 3 and 4 students, investigate the Use of land and the changing land. They will conduct a fieldwork study to identify how land is used and how it is changing and the impacts that has on local, national and global scale. Finally, they will also investigate the changing nature of "Human populations", again on local, national and global scale.

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)

History

Modern History (Unit 1 and Unit 2)

Australian History and Revolutions (Unit 3 and Unit 4)

Why would a student choose this subject?

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 you will do:

- In Units 1 & 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 China. Again, they will investigate the impact of how events shape people and places. For a more detailed and in-depth explanation please refer to the VCE study design on History.

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)

Legal Studies

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

What you will do:

- 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.

This study enables students to:

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. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

For more information on the Areas of Study 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 LIST](#)

LANGUAGES

French

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. However, with the current situation, a domestic trip is more likely.

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

What you will 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.



This study enables students to:

- 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.
- Learning a foreign language makes us more employable in the future. Business skills and foreign language skills go hand in hand; you are at a distinct advantage in the global market if you are able to speak another language. An employee is much more valuable if they are able to communicate successfully with a range of people from other countries.
- We try to replicate a cultural experience as much as we can in the classroom.

For more information on the Areas of Study 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 LIST](#)

Indonesian

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. However, with the current situation, a domestic trip is more likely.

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

What you will do:

- In the languages classroom, you will focus on 3 specific themes: the individual, the Indonesian-speaking communities and the world around us. We learn about these 3 themes through the 5 skills of listening, speaking, reading, writing and viewing, all of which are taught through the use of authentic texts.
- We also learn how to write in a variety of text types e.g. an article, an email, a review and blog, in a variety of styles, including personal, imaginative, persuasive, informative and evaluative.
- There are 3 Outcomes for each unit, all of which have a spoken interaction, interpretation from one or more texts (listening and/or reading) and Indonesian in written form.
- Some of the topics that we cover are similar to ones you will have seen in Years 7 to 10 e.g. friends, family, leisure, health, school systems, and travel. However, at VCE, the topics are treated in more depth; reflect the current situation in Indonesia and students are expected to discuss them with greater sophistication. Some of the topics are new e.g. technology and media, society, youth issues and subcultures, migration and multiculturalism. These topics are very relevant for today's world and allow the student to form opinions and express their ideas with confidence.

This study enables students to:

- 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.
- Learning a foreign language makes us more employable in the future. Business skills and foreign language skills go hand in hand; you are at a distinct advantage in the global market if you are able to speak another language. An employee is much more valuable if they are able to communicate successfully with a range of people from other countries.
- We try to replicate a cultural experience as much as we can in the classroom.

For more information on the Areas of Study 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 LIST



MATHEMATICS AND COMPUTING

VCE Mathematics

Why would a student choose this subject?

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

Dr Julien Ugon, School of Information Technology, Deakin University

It is for this reason that Mathematics is often a prerequisite for many courses including health and nursing, finance engineering and construction and information technology. Even when is not specifically listed as a prerequisite, a VCE level of Mathematics is

often assumed knowledge and for many careers, such as the police force or teaching, applicants have numeracy tests as part of their entry process.

In VCE, we currently have four levels of Mathematics

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

For more information on the Areas of Study 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 LIST](#)

Foundation Mathematics (Unit 1 and Unit 2)

What you will do:

This pathway is only offered in Units 1 & 2 for 2022 but is expected to offer as Units 3 & 4 subject when the new VCAA study design is released in 2023. Foundation Mathematics provides for the continuing mathematical development of students entering VCE. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

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.

The Areas of Study are:

Space, shape and design

In this area of study, students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

Patterns and number

In this area of study, students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

Data

In this area of study, students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

Measurement

In this area of study, students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

This study enables students to:

Work in areas where measurement, shape and design skills are essential including Building and Design. This subject would also be suitable for students looking for employment in the Retail industry.

[BACK TO SUBJECT LIST](#)

General Mathematics (Unit 1 and Unit 2)

Further Mathematics (Unit 3 and Unit 4)

Note: Further Mathematics will be renamed General Mathematics in 2023

What you will do:

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

General Mathematics Unit 1

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

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

General Mathematics Unit 2

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

Further Mathematics Unit 3

Further Mathematics Unit 3 consists of two areas of study

- Data Analysis
- Recursion and financial modelling

Further Mathematics Unit 4

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

At Damascus College we choose to study:

- Matrices
- Networks and Decision Maths

This study enables students to:

Work in areas where statistics and operation research are essential skills including Health Sciences, Education and Business.

Mathematical Methods Units 1 – 4

What you will do:

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.

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

This study enables students to:

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

[BACK TO SUBJECT LIST](#)

Specialist Mathematics Methods Units 1-4

What you will do:

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

Specialist Mathematics Unit 1

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

Specialist Mathematics Unit 2

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

These units may be revised, based on the changes to the 2023 study design

Specialist Mathematics Units 3 & 4

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

This study enables students to:

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

[BACK TO SUBJECT LIST](#)

VCE Computing

Applied Computing (Units 1 and Unit 2)

Data Analytics (Unit 3 and Unit 4)

Computer Software (Unit 3 and Unit 4)

Why would a student choose this subject?

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

What you will do:

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

In Units 3 & 4, 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.

For more information on the Areas of Study 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 LIST](#)

Applied Computing (Unit 1 and Unit 2)

Applied Computing Unit 1

- Data analysis
- Programming

Applied Computing Unit 2

- Innovative solutions
- Network security

Data Analytics Unit 3

- Data analytics
- Data analytics: analysis and design.

Data Analytics Unit 4

- Data analytics: development and evaluation
- Cybersecurity: data and information security

Software Development Unit 3

- Software development: programming
- Software development: analysis and design

Software Development Unit 4

- Software development: development and evaluation
- Cybersecurity: software security

This study enables students to:

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions.

[BACK TO SUBJECT LIST](#)

Algorithmics (Unit 3 and Unit 4)

Why would a student choose this subject?

(Higher Education Scored Study)

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.

Most of this 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.

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

In this area of study, students combine their knowledge of data modelling and algorithm design to solve real world.

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

This study enables students to:

- 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

For more information on the Areas of Study click [here](#) for more information on the study design

BACK TO SUBJECT LIST



SCIENCE

Biology

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.

What you will do:

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

The study of VCE Biology forms a nice partnership with:

- Chemistry
- Psychology
- Environmental Science
- Physical Education

This study enables students to:

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

For more information on the Areas of Study 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 LIST](#)

Chemistry

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, writing chemical formulae and equations, the Food and Consumer science unit, the Chemistry-Biology elective or the Physics-Chemistry elective?

What you will do:

Students learn how to use chemical reactions as a method of analysis, as well as synthesis of new materials. They will learn the tools chemists use to measure matter, energy and to control reactions. The subject involves both theory and a significant amount of practical work, as students put the principles learned into practice.

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

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

The study of VCE Chemistry forms a nice partnership with:

- Biology
- Psychology
- Environmental Science

This study enables students to:

VCE Chemistry enables students to understand the connections between the structure and properties of materials around them – Why is glass brittle but plasticine can be moulded? Why does copper conduct electricity but rubber does not? They learn how the basic structure of matter determines why and how different materials are formed.

For more information on the Areas of Study 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 LIST](#)

Environmental Science

Why would a student choose this subject?

Environmental Science is a unique subject within the Science portfolio.

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

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

What you will do:

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

Practical inquiry skills are central to the course. Expect plenty of fieldwork, and field trips to study conservation of endangered species, biodiversity or sustainable resource management

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

- Biology
- Chemistry
- Psychology

This study enables students to:

Environmental Science enables students to further develop your skills in setting up laboratory practicals, analyse results and communication of findings. The high public profile of environmental issues like water management and bushfire prevention means that case studies offer you challenging opportunities for critical and creative thinking.

For more information on the Areas of Study 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 LIST](#)

Physics

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!

What you will do:

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

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

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

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

The study of VCE Physics forms a nice partnership with:

- Chemistry
- Psychology
- Environmental Science

This study enables students to:

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

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

For more information on the Areas of Study 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 LIST](#)

Psychology

Why would a student choose this subject?

Do you find ...

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

Are you curious ...?

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

If yes, then VCE Psychology is for you!

What you will do:

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.

The study of VCE Psychology forms a nice partnership with:

- Biology
- Chemistry
- Environmental Science
- Physical Education

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)

TECHNOLOGY

Agriculture and Horticulture

Why would a student choose this subject?

Agriculture and Horticulture is the art, technology, business, education and science of Australia's finite land and water resources. It is the food we eat, the landscapes we live and play in, the environments we thrive in. It is the business of managing and using what we grow, while maintaining the health of our soil, air and water, and the well-being of our children, our communities, and our world

Australia is reliant on its primary industries. The sustainable management of Australia's finite land and water resources is vital for the continued production and supply of food and fibre to local, national and global markets. VCE Agricultural and Horticultural Studies provides opportunities for students to experience and understand these primary industries.

What you will do:

- Students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations.
- Plant and animal nutrition, and growth and reproduction and their relationships within agribusiness systems. Students analyse agricultural and/or horticultural production systems in terms of timelines for production, taking into account physical, biological, economic, social and environmental factors.

Assessment activities include:

- Creative and Critical Design thinking
- Environmental, Social and Economic Impacts
- Business Sense
- Materials and Processes
- Design Brief, Production Plan, Feedback
- Evaluate Relationship
- Comparing products

This study enables students to:

VCE Agricultural and Horticultural Studies is designed to develop students' understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context. This study allows students to develop and apply theoretical knowledge and skills to real world business and practices. An understanding of agribusiness operations involves a broad familiarity with interdisciplinary skills and knowledge of technology, science, economics and business management, marketing, geography and information and communications technology (ICT). Students apply their acquired knowledge and skills to design, develop and manage an agricultural and/or horticultural business as a project within this study.

For more information on the Areas of Study 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 LIST](#)

Food Studies

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 main focus.

What you will do:

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

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)

Product Design & Technology – Wood & Metal

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.

What you will 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 users 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

This study enables students to:

This subject enables students to produce innovative solutions to various set design problems and develop research skills through a number of 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.

For more information on the Areas of Study 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 LIST](#)

Product Design & Technology – Textiles

Why would a student choose this subject?

In this subject students 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

If students enjoy the following, then this subject is for them:

- 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

What you will 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

This study enables students to:

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.

For more information on the Areas of Study 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 LIST](#)

Systems Engineering

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 electrotechnological 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.

What you will do:

- 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 in order to define and explain physical characteristics. We take a 'hands on' approach as students apply their knowledge and construct functional systems. Students will also study fundamental electro technology principles included applied electrical theory, representation of electrical components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied.
- Students will study Integrated Systems Engineering and Energy with a focus on how mechanical and electrotech systems combine to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function. There is an emphasis on Systems Control and New and Emerging Technologies. There is also a study of the principles associated with integrated systems with a focus on the functional integration of a mechanical subsystem, an electro technology subsystem and the design factors that are to be considered.
- ONE substantial production task is to be undertaken

This study enables students to:

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

For more information on the Areas of Study 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 LIST](#)



GLOSSARY

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 enrolled in 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 VCAL, 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 VCAL 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. Calculated using the scores achieved in each of the graded assessments for the study – two for VCE VET and three for VCE.

Technical and Further Education (TAFE) institute

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

Units (VCAL)

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 and VCAL.

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.

GUIDELINES



Guidelines when selecting subjects

Here are some things to consider, from a career 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 your career advisor and specialist subject teacher in attaining a more accurate representation of the subject listed below and its requirements to successfully complete it.

Accounting

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

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, and the well-being of our children, our communities, and our world

Applied Computing

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

Art

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

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 ie it is either assumed or recommended by the University that you do this
- You want to study a science course at University ie it is either assumed or recommended by the University that you do this
- You want to study engineering at University ie it is either assumed or recommended by the University that you do this

Drama

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

English, English Language and English Literature

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

Environmental Science

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

Food Studies

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

French

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

Geography

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

Health and Human Development (H&HD)

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

History (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 pathways options)

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

Media

- You have enjoyed this subject as an elective
- You are a creative person 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 Performance, Music Style and Composition

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

Physical Education

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

Physics

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

Product Design and Technology – 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 eg Social Science, Psychology, Nursing, Medical Science
- You have high literacy skills
- You want to study a science course at University

Religion Education

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

Studio Arts - Photography

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

Systems Engineering

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

Visual Communication Design (VCD)

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

A photograph of a female teacher with blonde hair, wearing a dark blazer over a white t-shirt, leaning over a desk to assist two students. The students, a girl and a boy, are wearing dark blue school uniforms with yellow and white accents. They are sitting at a light-colored desk with two laptops. The background is a solid red wall. The text 'APPLICATION FORMS' is overlaid in white, centered, with horizontal lines above and below it.

APPLICATION FORMS

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) APPLICATION FORM

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

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

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

Year 11 VCAL YEAR 12 VCAL

Name:	
TA:	

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

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

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

Please indicate any future career options you are considering:

VCAL APPLICATION FORM CONTINUES ON NEXT PAGE

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

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

Parent Signature:	
Student Signature:	
TA Signature:	

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

VOCATIONAL EDUCATION AND TRAINING (VET) APPLICATION FORM

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

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

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

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

OR

- Highlands LLEN VET Cluster (Name of Program) _____

Name:	
TA:	

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

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

VCAL APPLICATION FORM CONTINUES ON NEXT PAGE

VOCATIONAL EDUCATION AND TRAINING (VET) APPLICATION FORM PART II

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

Parent Signature:	
Student Signature:	
TA Signature:	

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

SUBJECT SELECTION YEAR 10 INTO YEAR 11 FORM

Name:	
TA:	

Which pathway are you planning to undertake or continue?

VCE

VCAL

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

Are you planning or continuing to do VET?

VCE

VCAL

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

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

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

Parent Signature:	
Student Signature:	
TA Signature:	

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

SUBJECT SELECTION YEAR 11 INTO YEAR 12 FORM

Name:	
TA:	

Which pathway are you planning to undertake or continue?

VCE

VCAL

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

Are you continuing to do VET?

VCE

VCAL

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

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

	TERM 2	Term 3
Religious Education		
Reserve		

Parent Signature:	
Student Signature:	
TA Signature:	

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

VCE ENGLISH LITERATURE AND ENGLISH LANGUAGE 1 AND 2 APPLICATION FORM

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

Name:	
TA:	

Which English elective subject are you interested in undertaking?

- English Literature**
- English Language**

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

SECTION B: VCE area of study preferences

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

SUBJECT AREA				
Preference				

Please list your proposed Year 12 studies

SECTION C: Folio of 'best practice' work samples

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

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

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

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

Student signature:	
Parent signature:	
Parent name:	
Year 10 English Teacher signature:	
Year 10 English Teacher name:	
Teacher Advisor signature:	
Teacher Advisor name:	

SECTION F: Applicant checklist

Students must complete the following before submitting an application:

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

FURTHER HELP



Further Help and Contacts

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

Careers Team

Careers Leader: Georgia Shillito

Ph: 03 5337 2251

Oversees Careers Program Delivery and Function

Careers Educator: Joanne Lawrence

ph: 03 5337 2235

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

Careers Officer: Michelle Tapera

Ph: 03 5337 2294

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

To contact the careers team email: careers@damascus.vic.edu.au

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

- Your TA
- Your subject teachers
- Mrs Belinda Dwyer (for questions about VCAL and VET), Building 2, b.dwyer@damascus.vic.edu.au
- Mr Matthew Hallowell (for questions about VCE), Building 2, m.hallowell@damascus.vic.edu.au

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

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

FREQUENTLY ASKED QUESTIONS



Victorian Certificate of Education (VCE)

What must I include in my VCE program?

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

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

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

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

How do I choose which subject suits me?

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

What are the attendance requirements for the VCE?

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

What is a study score?

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

How can I earn a study score?

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

Do I earn a study score for a VET Subject?

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

How is the study score calculated?

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

How does the GAT affect my VCE results?

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

Victorian Certificate of Applied Learning (VCAL)

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

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

When and where can I do the VCAL?

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

What are the VCAL levels?

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

Are there any entry requirements?

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

What do you get after successfully completing the VCAL?

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

What do I study?

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

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

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

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

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

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

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

How is the VCAL assessed?

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

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

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

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

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

Can I get into University if I successfully complete the VCAL?

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

What are my options once I have completed the VCAL?

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

Vocational and Educational Training (VET)

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

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

How will I be assessed for my VET studies?

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

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

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

How will I fit structured workplace learning into my schedule?

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

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

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

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

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

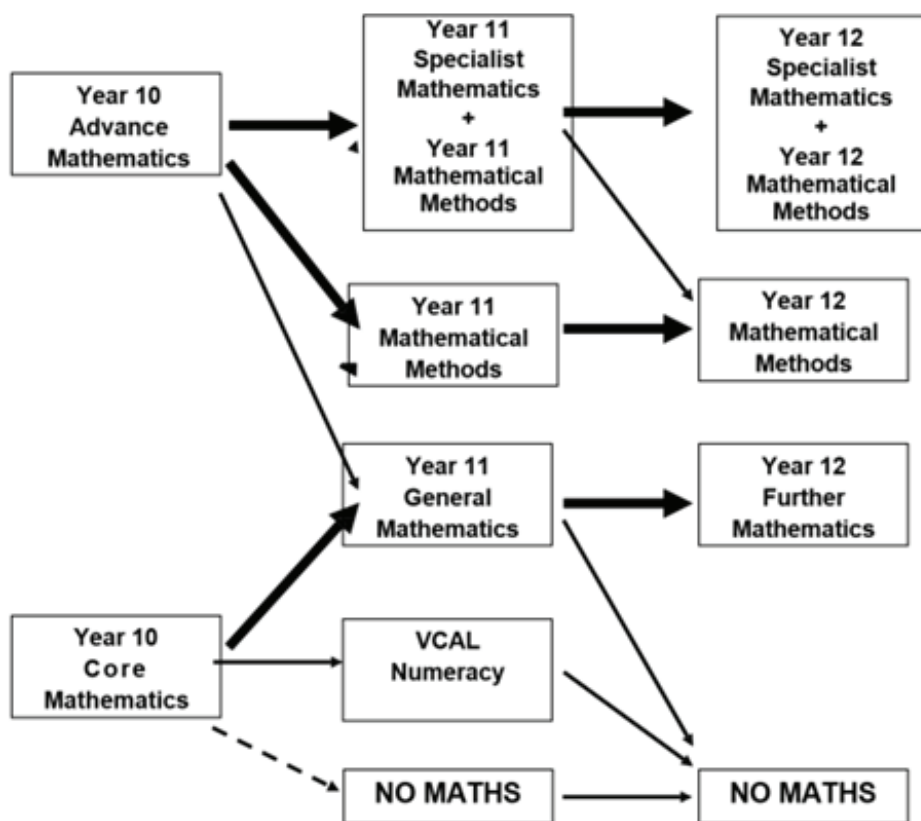
Do I have to select compatible VCE or VCAL subjects that relate to my VET program?

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

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

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

APPENDIX 1



--->
NOT RECOMMENDED PATHWAY

Note:
Specialist Mathematics can only be taken in conjunction with Mathematical Methods.
Satisfactory completion of Specialist Maths Units 1&2 is required for admission to Units 3&4.

Note:
Even though Mathematics is NOT compulsory at VCE, many post-secondary courses require at least 2 units of VCE Maths.
It is therefore recommended that students do Mathematics in Year 11.

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

DAMASCUS COLLEGE

1412 Geelong Road, Mt Clear VIC 3350

(03) 5337 2222

DAMASCUS COLLEGE LTD A.C.N. 609066775



Be. My. Best.

damascus.vic.edu.au