



SENIOR (YEAR 11 AND 12)

# My Pathways



2027

# For Students Going Into Year 11 and 12

## Introduction to Senior Pathways

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

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

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

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

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

If you choose to go to TAFE when you leave school, and continue your study in that same area, you will be deemed to have completed part of that TAFE course already. Employers see this qualification as being very valuable and it can really help you with getting a job.



## Core Subjects

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

- Religious Education or Year 11 Youth Ministry
- English, English Language or Literature (Application form required)

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

- Religious Education: choosing one of three choices;
  - Religion and Society Unit 2
  - Youth Ministry
  - Religion & Society Units 3/4
- English, English Language or Literature



# Learning Pathways

## VCE

Victorian Certificate of Education

Usually 20-24 units  
90 different subjects available

## VCE VM

Victorian Certificate of  
Education Vocational Major

Literacy and Numeracy Skills,  
Industry Specific Skills, Work Related  
Skills, Personal Development Skills

## VET

School Based Apprenticeship  
and Traineeship  
Other VET Certificates

### TRAINING

TAFE or school,  
industry, RTO, ACE

STRUCTURED  
WORKPLACE  
LEARNING

Completion of VCE

Completion of VCE VM

Employment / Apprenticeship / Traineeship

## TAFE

Certificate II/III/IV, Diploma, Advanced Diploma

University



# VCE

# What is VCE?

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

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

## Year 11

A student will work towards:

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

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

## Year 12

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

## What is the ATAR?

For further information on the VCE program and how the ATAR is calculated, [click here](#) to go to the Victorian Tertiary Admissions Centre (VTAC) website.

## VCE Subjects

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

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

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

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

## Notes:

- It is the College's expectation that students complete Units 1 and 2 Literature or Units 1 and 2 English Language if they wish to complete Units 3 and 4 in that study
- French and Indonesian Second Language are only available to students who have studied those subjects in Year 10 and 11
- Religion and Society Units 3 and 4 is a scored subject and contributes to the ATAR, whereas Youth Ministry is assessed within school and may provide aggregate points to assist with university selection through ACU. Religion and Society Unit 2 is available for students not wishing to undertake Religion and Society Units 3 and 4 or Youth Ministry and provides an "extra" unit for students' VCE. If you choose to study Religion and Society as a scored subject, you are **not required** to complete Unit 2.
- VCE Music requires that you play an instrument or sing. It is strongly recommended that you consider this subject only if you studied it in Year 10 and have had three years of external lessons
- Students cannot do Mathematical Methods Units 3 & 4 unless they satisfactorily completed Mathematical Methods Units 1 & 2
- Specialist Mathematics can only be chosen if you also study Mathematical Methods
- For Product Design and Technology, you must choose either Metal, Wood or Textiles as your major medium
- Art Creative Practice, Visual Communication Design, Media and Product Design and Technology subjects involve the production of a folio. Be aware that taking more than one of these subjects can create a substantial workload
- One subject may be replaced by a VET subject

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

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

## Change of Subject Guidelines

A subject change will only take effect if it can be accommodated within the student's timetable. Taking time to select subjects that are suitable to the student's abilities, interests and post-school pathway reduces the need to change subjects and thereby interrupting their education. For some students, a change of subject is recommended or necessary.

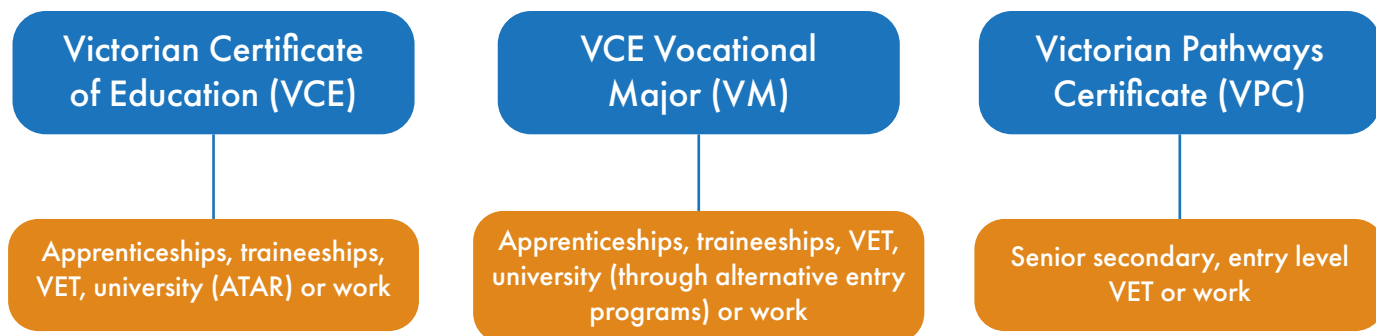
Students who wish to apply for a change of subject can do so at the following times:

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

For Year 12 students: After Early Start, students are locked into the Unit 3 and 4 sequence for the whole year. Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the VCE Coordinator (\*Note – we will need to check eligibility). Please note that VET is a two-year commitment.



# VCE-VM & VPC



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

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

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

Vocational Major within the VCE (VCE-VM) is a practical option for students in Years 11 and 12. It is designed to prepare students for further education, training or employment by providing them with work-related experience, literacy and numeracy skills and an opportunity to develop personal skills. The VCE Vocational Major (VCE VM) is equivalent to VCE, with students completing the same requirement of 16 units as part of their senior secondary certificate.

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

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

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

## Industry Skills

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

## VCE-VM Personal Development Skills (PDS)

### What will I learn?

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

### What type of activities will I do?

What type of activities will I do?

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

## VCE-VM Numeracy

### What will I learn?

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

### What type of activities will I do?

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

### What will I learn?

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

### What type of activities will I do?

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

## VCE-VM Work Related Skills (WRS)

### What will I learn?

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

### What type of activities will I do?

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



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. VCE students undertaking a VET subject will miss time in some VCE classes, and it is expected that they make arrangements to catch up on any missed work.

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 III in Community Services (Year 1 and Year 2)
- Certificate III in Allied Health (Year 1 & Year 2)

## Considerations before choosing a VET subject?

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

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

In 2027, the College has established a clear and equitable fee structure for Vocational Education and Training (VET) programs to ensure continued access to high-quality pathways for all students.

The cost to families of students commencing Internal

VET courses in 2027 is \$400, while the cost to families of students commencing external VET programs in 2027 will be \$600. These fees reflect the differing costs associated with program delivery and materials. Internal VET courses are largely supported through existing College resources, facilities, and staffing, allowing costs to be contained. External VET programs incur additional expenses charged by external Registered Training Organisations (RTOs), including tuition, materials and administration. These costs are additional to the College tuition fees and no reduction in the tuition fee is applicable if a student is studying a VET course. All fees are non-refundable should a student withdraw, as payment will have already been made to the RTO.

While VET programs in Victoria attract government funding, this does not fully cover delivery costs. The College remains committed to supporting families and will continue to subsidise approximately half of the outstanding cost for each student enrolled in VET. Participation in VET provides students with valuable opportunities to gain nationally recognised qualifications, develop industry-relevant skills, and access pathways into the workforce or further training. These qualifications align with Victorian and national standards and may contribute to further study through credit transfer or recognition of prior learning (RPL), depending on the course and provider.

If you are going to take up a VET program in Year 10 you are required to fill in an application form and will need to attend an interview. This will be an excellent experience in giving you an idea of what the application and interview process is like before you have to do it many times during your working life.

VET is a two-year commitment and has a strict attendance requirement. If a student withdraws from a VET program during the year the cost will still be payable for that year.

Students who are successful in their VET applications are:

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

A large number of VET courses are offered by other providers in the [Highlands LLEN VET cluster](#)

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

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

To apply for a USI [click here](#).

Students applying for a VET course will need to apply by **Friday 24 July 2026**. Applications submitted after this date will not be accepted

<b>2 Year Programs ** Subject to Availability **</b>	
Agriculture	Animal Care
Automotive	Aviation (Remote Pilot) Drone Flying
Cookery	Dance
Early Childhood Education and Care	Electrotechnology (Year 11 Students)
Engineering (Year 11 students)	Equine Studies
Fashion Design (Apparel, Fashion and Textiles)	Furniture Making
Health Support Services	Hospitality
Information Technology	Music (Performance)
Plumbing	Rail Fundamentals
Retail Cosmetics	Salon Assistant
Screen and Media	
<b>1 Year Program</b>	
Bakery and Cookery Intro	Childhood & Education Support Intro
Creative Industries	Hair and Beauty Intro
Horse Racing Industry Intro	Horticulture and Conservation Intro
Hospitality and Cookery Intro	Performing Arts Intro
Recreational Assistant	Support and Empower: An Intro to Care
Tradie Intro	

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

### Course description:

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

### Requirements:

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

### Potential post school pathways:

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

### Benefits:

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

### Costing:

In 2027, the College has established a clear and equitable fee structure for Vocational Education and Training (VET) programs to ensure continued access to high-quality pathways for all students.

Internal VET courses are set at \$400, while external VET programs are set at \$600. These fees reflect the differing costs associated with program delivery and materials. Internal VET courses are largely supported through existing College resources, facilities, and staffing, allowing costs to be contained. External VET programs incur additional expenses charged by external Registered Training Organisations (RTOs), including tuition, materials and administration.

While VET programs in Victoria attract government funding, this does not fully cover delivery costs. The College remains committed to supporting families and will continue to subsidise approximately half of the outstanding cost for each student enrolled in VET.

### 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.



## Certificate III in Sport and Recreation

### Course description:

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

### Requirements:

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

### Potential post school pathways:

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

### Benefits:

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

### Costing:

In 2027, the College has established a clear and equitable fee structure for Vocational Education and Training (VET) programs to ensure continued access to high-quality pathways for all students.

Internal VET courses are set at \$400, while external VET programs are set at \$600. These fees reflect the differing costs associated with program delivery and materials. Internal VET courses are largely supported through existing College resources, facilities, and staffing, allowing costs to be contained. External VET programs incur additional expenses charged by external Registered Training Organisations (RTOs), including tuition, materials and administration.

While VET programs in Victoria attract government funding, this does not fully cover delivery costs. The College remains committed to supporting families and will continue to subsidise approximately half of the outstanding cost for each student enrolled in VET.

### 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.



## Certificate III in Community Services (Year 1 and Year 2)

### Course description:

Certificate III in Community Services will introduce you to the Community Services industry. It offers students the opportunity to learn about the Community Services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients. Recognition of up to three units at Units 1 and 2 level, and two Units 3 and 4 sequences. Students wishing to receive an ATAR contribution for VCE VET Community Services must undertake scored assessment. Scored assessment is based on the Units 3 and 4 sequence of VCE VET Community Services.

### Requirements:

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

### Potential post school pathways:

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

### Benefits:

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

### Costing:

In 2027, the College has established a clear and equitable fee structure for Vocational Education and Training (VET) programs to ensure continued access to high-quality pathways for all students.

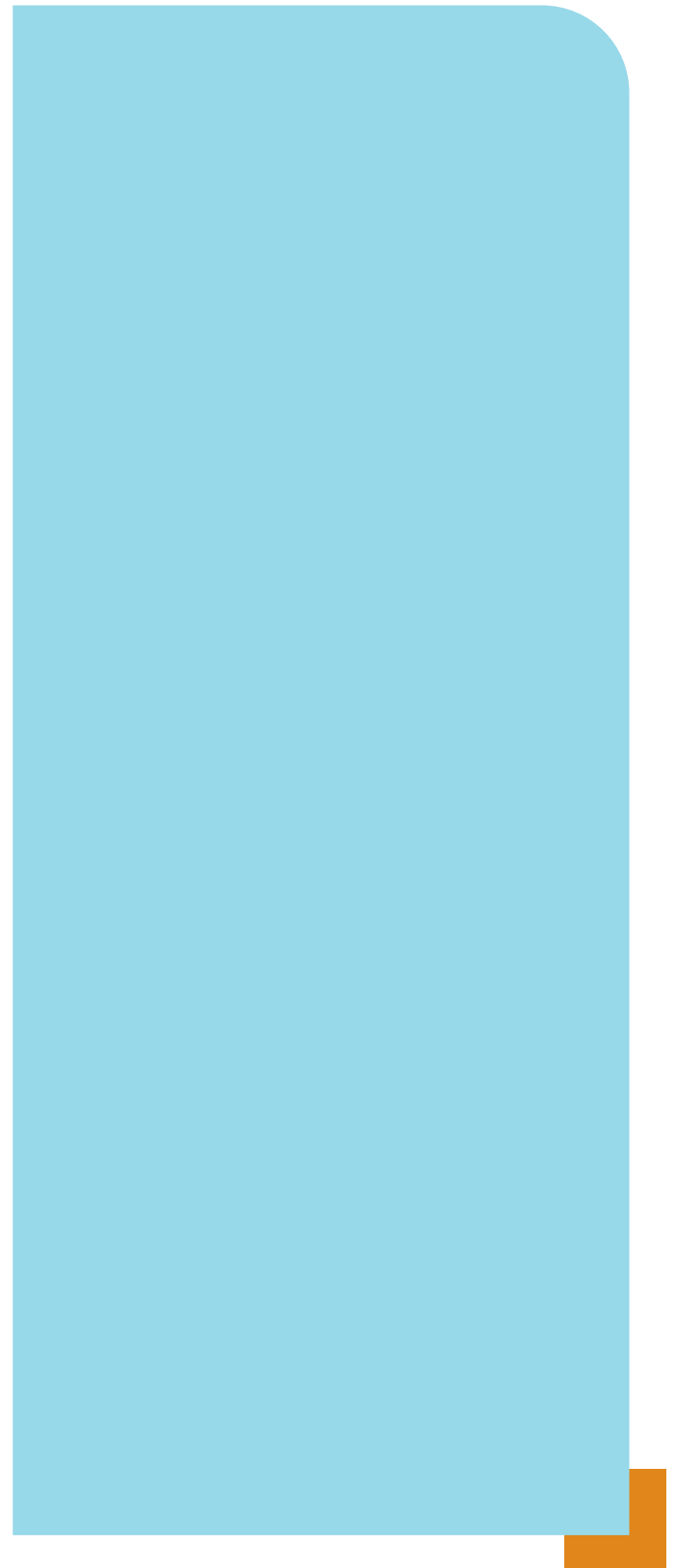
Internal VET courses are set at \$400, while external VET programs are set at \$600. These fees reflect the differing costs associated with program delivery and materials. Internal VET courses are largely supported through existing College resources, facilities, and staffing, allowing costs to be contained. External VET programs incur additional expenses charged by external Registered Training Organisations (RTOs), including tuition, materials and administration.

While VET programs in Victoria attract government funding, this does not fully cover delivery costs. The College remains committed to supporting families and will continue to subsidise approximately half of the outstanding cost for each student enrolled in VET.

### 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.



## Certificate III in Allied Health Assistance

### Course description:

Certificate III in Allied Health Assistance provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to Allied Health Professionals and other Health Professionals with the care of clients. Note: The Units 3 and 4 sequence of VCE VET Allied Health is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2. Recognition of up to three units at Units 1 and 2 level, and two Units 3 and 4 sequences. Students wishing to receive an ATAR contribution for VCE VET Allied Health must undertake scored assessment.

Scored assessment is based on the units 3 and 4 sequence of VCE VET Allied Health.

### Requirements:

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

### Potential post school pathways:

Successful completion of the Certificate III in Allied Health 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

### Costing:

In 2027, the College has established a clear and equitable fee structure for Vocational Education and Training (VET) programs to ensure continued access to high-quality pathways for all students.

Internal VET courses are set at \$400, while external VET programs are set at \$600. These fees reflect the differing costs associated with program delivery and materials. Internal VET courses are largely supported through existing College resources, facilities, and staffing, allowing costs to be contained.

External VET programs incur additional expenses charged by external Registered Training Organisations (RTOs), including tuition, materials and administration. While VET programs in Victoria attract government funding, this does not fully cover delivery costs. The College remains committed to supporting families and will continue to subsidise approximately half of the outstanding cost for each student enrolled in VET.

### 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.





# Religious Education

# Year 11 Religious Education

## Option 1 VCE Unit 1 Religion & Society

### Religion & Society

In this unit students explore the origins of religion and understand its role in the development of society and the complex relationships that exist broadly and in Australian Society.

## Option 2 Youth Ministry

### Youth Ministry Modules 1-4

Development of Youth Ministry Leadership Skills to provide Youth Ministry experiences for the school and wider community.

# Year 12 Religious Education

## Option 1 Religion & Society Unit 2

**Religion & Society  
Unit 2**

Students study in detail various methods of ethical decision making in at least two religious traditions and explore ethical issues.

## Option 2 Youth Ministry

**Youth Ministry**

Applications of Youth Ministry Leadership Skills to provide Youth Ministry experiences for the school and wider community.

## Option 3 VCE Units 3 & 4 Religion & Society

**Religion & Society  
Units 3 & 4**

An assessed Religious Education course that contributes to students' ATAR score.

Students explore the search for meaning and religious change.

## Religious Education-Post Compulsory Pathways

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

- In Year 11 and 12, some students will choose the pathway of VCE-VM where students will work through a range of VCE-VM units of work that have an applied learning focus
- In Year 11, all students choosing the VCE Pathway will work toward completing the VCE Study: Religion and Society Unit 1
- In Year 12, students also have the option of choosing the VCE Pathway and will work toward completing VCE Study: Religion and Society Units 3 and 4
- In Year 12, students choosing not to study Units 3 and 4 Religion and Society will participate in either Religion and Society Unit 2 or Youth Ministry

### VCE-VM: Religious Education

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

The three fundamental principles are:

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

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

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



## Year 11 Youth Ministry Program (Semester 1)

### What is it all about?

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

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

### What will I learn?

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

### What type of activities will I do?

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

### Why choose this subject?

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

### Where can this subject lead?

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

## Year 11 Youth Ministry Program (Semester 2)

### What is it all about?

The vision of the Youth Academy program is to inspire, renew and equip Catholic schools as centres where students can confidently express and share their faith. The program provides opportunities to develop more deeply students' faith identities both in school and in their local parish.

### What will I learn?

The program is broken into 4 modules, iWitness, Ministry, Becoming Disciples and Spirit which students will complete using the Youth Academy Journal. Through this journal students will develop their skills in developing and leading Outreach programs through the 3 key areas of Connection, Proclamation and Response. Students are encouraged to utilise their individual skills and interests as they develop outreach opportunities to express and share their faith.

### What type of activities will I do?

- Reflection
- Scripture presentation
- Plan, lead and reflect on Youth Ministry initiatives
- Youth Ministry Retreat
- Journal writing
- Faith formation activities
- Articulate faith as an experience

### Why choose this subject?

Students who would like an opportunity to bring their faith to life through opportunities to lead outreach projects within the school and their local parish. Students who successfully complete the four modules of the Youth Academy program will receive an additional 5 ATAR points towards an undergraduate degree at ACU.

### Where can this subject lead?

Progression to Year 12 Youth Ministry.

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

## Year 12 Youth Ministry Program

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

### What is it all about?

Students who have completed the initial Formation Program (Modules 1 to 4) in Year 11 may apply to participate in Module 5, the Faith and Outreach Program, as an optional extension of the Youth Academy. This Module explores the relationship between faith formation and outreach including exploring the principles of Catholic Social Teaching.

Students will explore this through participating in outreach projects as part of a team or individually. The purpose of the outreach project is for students to engage in a range of ministry activities that could include education, faith formation and practical outreach. Students are encouraged to utilise their individual skills and interests as they develop outreach opportunities to express and share their faith.

The Module is divided into three components: preparing, conducting and reflecting on this outreach project. Students will have the opportunity to apply their experiences to their personal practice and come to an understanding of their role in the mission of the Church.

### What will I learn?

- To implement strategies that will be used in the preparing and conducting of outreach projects in a school or Church context
- The principles of Catholic Social Teaching, and how these guide outreach and mission
- To use ministry and leadership skills in an outreach project context;
- To analyse and critically reflect on their outreach project

### What type of activities will I do?

- Build skills in breaking open scripture and presenting scripture in engaging ways
- Build skills in presenting to and engaging an audience
- Link Catholic Social Teaching to contemporary life
- Plan, Prepare, Present liturgies
- Lead Damascus College Outreach Activities
- Create a reflection session that will be run in conjunction with local Catholic Primary schools
- Participate in the Youth Ministry Retreat

### Why choose this subject?

For those who would like to bring their faith to life through development and sharing of outreach projects. The subject builds on skills learned throughout the students' Youth Ministry journey and provides leadership opportunities both in school and the community.

### Where can this subject lead?

This subject can lead to further courses or work as Youth Ministers, Teaching and Parish based activities.



## VCE: Religion and Society Units 3&4

### What is it all about?

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

### What will I learn?

For the purposes of this study, religion can be understood to have particular, interrelated aspects. These provide a useful framework to assist students in their study of religion throughout Units 1 to 4. Students consider the following interrelated aspects when investigating a selected religious tradition or denomination and religion in general:

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

### What type of activities will I do?

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

### Why choose this subject?

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

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

### Where can this subject lead?

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

## VCE: Religion and Society Unit 2 - Ethics

### What is it all about?

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

### What will I learn?

- **Ethical decision-making and moral judgement**  
Students are introduced to the nature of ethical decision-making in societies where multiple worldviews coexist. Ethical decision-making involves the selection of methods that have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision-making and influences on practical moral judgment.
- **Religion and ethics**  
Students explore religious ethical perspectives and other influences on the formation of moral judgments of at least two spiritualities, religious traditions and/or religious denominations, in societies where multiple worldviews coexist. They also explore how philosophical ideas and religion have influenced each other's understanding of ethics. Certain authorities, values, norms, ideas and ethical principles inform broad ethical perspectives and moral judgments within religious and philosophical traditions.
- **Ethical issues in society**  
Students build on the knowledge explored in Areas of Study 1 and 2. Focusing on two or more ethical issues, students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of societies in which multiple religious and non-religious worldviews coexist. The analysis should explain why the issue is regarded as an ethical issue; identify contributors to the debate, including spiritualities, religious traditions or religious denominations; consider the influence of participants' contributions; and investigate the basis of ethical perspectives and moral judgments used in the debates, including the ethical methods involved in the decision-making process.



# Senior Subjects *Overview*

# Senior Subjects

To help you choose the right senior subject, the following information outlines what the subject covers and why you might want to study it.

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

## Timetabling Consideration

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

- Class numbers
- Student clashes
- Student numbers



# Art

## ART CREATIVE PRACTICE

### What is it all about?

In Art Creative Practice, students work like artists by exploring ideas, researching themes and other artists, and explore their own experiences as inspiration. They experiment with different materials, techniques, and processes to develop artworks. Students document their ideas, sketches, and reflections in a visual diary, while refining their work through feedback and evaluation. They also analyse artworks/artists from different cultures and times using Interpretive Lenses and present finished artworks that communicate meaning and creativity.

### What will I learn?

- You will learn different artistic ways to respond to art activities guided by your teacher
- You will look at different artists and the way they work to inspire your own art making
- You will learn about working collaboratively- maybe working with other students to create artwork, working with practising artists or perhaps making works that collaborate with the audience through interaction and participation
- You will build up your own body of art works
- You will examine artists and artwork using the 3 Interpretive Lenses. These Lenses provide contexts to respond to artworks looking through the Structural Lense, the Personal Lense and the Cultural Lense.
- You will build on your skills in reflection/evaluation on your own artworks and on artists' artworks

### What type of activities will I do?

- You will make artworks using a variety of materials and techniques. In Unit 1 and 2 this is guided by your teacher.
- You will research and analyse artists from different periods of time and cultures, their practice and artwork
- You will document the Creative Practice in a Visual Diary
- You will have the opportunity to work in a variety of artforms such as, but not limited to drawing, painting, sculpture, photography, printmaking or digital art, the create personal responses and build a body of final artworks.
- You will go on excursions to see art exhibitions.

### Why would a student choose this subject?

Folio subjects require a lot of sustained effort.

Do you want to get into Design, Production or Fine Arts? In the same way that Methods makes sense for Engineering, folio subjects such as Art make sense for these aspirations. You might also simply be dedicated to Art or good at Art and want to get a great subject score to help you along with your career plans. If you are passionate about the content and willing to put in the work, you will succeed! Art Folios can be seen as personal projects – something a little different from other VCE subjects.

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

### Where can this subject lead?

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

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

# Visual Communication & Design (VCE)

## What is it all about?

In this VCE subject, students explore how designers communicate ideas visually across messages, objects, environments and interactive experiences. You will learn to think and work like a designer, identifying real-world problems and developing creative, practical solutions. Students work both collaboratively and independently, using a structured design process to discover, define, develop and deliver ideas. Along the way, you will use drawing, digital tools, models and prototypes to test and present your thinking.

By Unit 3 students narrow their folio work down to focus on a specific area of interest.

## What will I learn?

- How to visually communicate ideas using a range of manual and digital methods
- Technical drawing conventions, rendering techniques and freehand sketching skills
- Digital and manual techniques to create effective, professional presentations
- How to work independently and collaboratively to solve human-centred design problems
- The legal and ethical responsibilities of designers, including copyright, trademarks and patents
- How to apply a design process to develop and refine ideas
- Creative thinking strategies, including divergent and convergent thinking
- How to analyse and draw inspiration from past and contemporary designers

## What type of activities will I do?

- Work through a design process to generate ideas for a range of design briefs
- Develop and apply skills in drawing and making, using a range of media, materials, methods and techniques
- Use the industry standard software such as Adobe Photoshop, Illustrator) to create professional final presentations
- Manipulate the design elements, principles and Gestalt principles of visual perception to grab an audience's attention
- Apply technical drawing conventions to create architectural and industrial designs
- Apply ethical, legal, sustainable and culturally appropriate design practices

- Listen to practising designers talk about their work practices
- Excursions to design exhibitions, studios and/or print houses
- Students participate in critiques, both delivering and receiving constructive feedback.

## Why would a student choose this subject?

You would like to focus on architecture, product design, graphic design or interactive experiences such as game design. You love designing and you like working through a design process to solve a brief. You are considering a career as a designer or in the creative arts. You like to manage your work in a folio. You enjoy the non-conventional classroom environment of a visual art studio.

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

## Where can this subject lead?

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

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

## DRAMA

### What is it all about?

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

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

### What will I learn?

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

### What type of activities will I do?

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

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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



## VCE MEDIA

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

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

### Why would a student choose this subject?

Why would a student choose this subject?

Students would choose this subject for the following reasons:

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

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

### Where can this subject lead?

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

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

## VCE MUSIC (Unit 1 & Unit 2)

### What is it all about?

VCE Music Contemporary (Units 1 & 2) is about actively engaging with music through performing, creating, listening and responding. In this subject, you explore how music works, how it is organised, and how it can communicate ideas and emotions across a wide range of styles.

You will have the opportunity to work with music that interests you—whether that’s pop, rock, jazz, electronic or other contemporary styles—while also developing your own musical voice. The course is designed to support students with different musical backgrounds, from those who are just starting to more experienced musicians.

### What will I learn?

Across Units 1 and 2, you will build your understanding of:

- How music is organised through elements such as rhythm, pitch, harmony, structure and texture
- How music creates meaning and effect, including how performers and composers communicate ideas and emotions
- Performance skills, developing control, expression and stylistic awareness on your instrument or voice
- Creative skills, including composing, arranging or improvising your own music
- Listening and analysis, learning to describe, understand and respond to music from a variety of styles and cultures

You will also develop important musical language and aural (listening) skills that help you understand and communicate about music more confidently.

### What type of activities will I do?

- This is a hands-on, practical subject where you learn by doing. Activities may include:
- Performing solo and/or in groups
- Rehearsing and developing pieces over time
- Creating short compositions, arrangements or improvisations
- Using music technology to record and develop your ideas
- Listening to a wide range of music and discussing what you hear
- Completing aural activities such as recognising rhythms, melodies or chords
- Reflecting on your progress and setting goals for improvement

There is flexibility in how you demonstrate your learning, including performances, written responses, discussions or multimedia tasks.

### Why would a student choose this subject?

You might choose VCE Music Contemporary if you:

- Enjoy playing, singing, producing or creating music
- Want to improve your skills on an instrument, voice, or with music technology
- Are interested in contemporary styles such as pop, rock, jazz, musical theatre & electronic music
- Like working both independently and collaboratively with others
- Want a subject that is practical, creative and expressive

This subject is designed to be inclusive—whether you are an experienced performer or someone looking to build confidence and develop new skills, there are pathways for you to succeed.

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

### Where can this subject lead?

VCE Music Contemporary Units 1 & 2 provide a strong foundation for continuing into Unit 3 & 4 Music Contemporary Performance.

Beyond school, this subject can lead to pathways in:

- Music performance and live production
- Songwriting, composing or arranging
- Music production and sound engineering
- Arts, media and creative industries
- Teaching, community arts or lifelong music-making

Even if you don’t plan to pursue music as a career, you will develop valuable skills in creativity, collaboration, communication and self-expression that are useful in many areas of life.

**Note:** *It is recommended that students can already play/sing at an acceptable level. Previous experience with instrumental lessons is preferred but not essential. It is highly recommended that students studying this subject will be undertaking instrumental lessons to support their learning.*

## VCE Music – Contemporary Performance Unit 3 & 4

### What is it all about?

VCE Music Contemporary Performance (Units 3 & 4) focuses on bringing music to life through performance, interpretation and developing your own personal voice as a musician. This subject is designed for students who enjoy contemporary styles such as pop, rock, jazz, funk, R&B, electronic music and more.

You will explore how performers interpret music and make it their own, including reimagining existing songs in creative ways. The course emphasises both individual growth and collaboration, recognising that music is often created and performed with others.

### What will I learn?

In Units 3 and 4, you will deepen your skills and understanding in:

- Performance and interpretation, learning how to communicate musical ideas to an audience with confidence and style
- Developing a personal voice, including creatively reimagining existing works
- Aural and listening skills, identifying and recreating musical ideas such as chords, rhythms and melodies
- Music analysis, exploring how performers use elements like rhythm, tone, dynamics and structure
- Practice and rehearsal strategies, helping you improve your technique and performance confidence

You will also build the ability to reflect on your own work, refine your skills and make artistic choices about how you present music.

### What type of activities will I do?

This subject is highly practical and performance-focused. Activities include:

- Preparing and performing a program of solo and ensemble works
- Rehearsing regularly and developing performance techniques
- Working with other musicians in bands or small groups
- Reimagining an existing piece to develop your own interpretation
- Listening to and analysing recordings of different performers
- Completing aural and written tasks that develop your musical understanding
- Reflecting on feedback and setting goals for improvement

You will work towards a final live performance exam, where you present a program of music that showcases your skills and individuality.

### Why would a student choose this subject?

You might choose VCE Music Contemporary Performance if you:

- Enjoy performing and want to take your playing or singing to the next level
- Are interested in modern and popular music styles
- Like expressing yourself creatively and developing your own interpretation of music
- Enjoy working collaboratively with other musicians
- Want a subject that is performance-based and practical

This subject supports a wide range of learners. Whether you are a confident performer or still building your confidence, you will be supported to improve, challenge yourself and develop as a musician.

### Where can this subject lead?

VCE Music Contemporary Performance can lead to further study or careers in areas such as:

- Music performance (solo or in bands/ensembles)
- Music production, sound engineering or songwriting
- Tertiary music study (TAFE or university)
- Arts, media and creative industries
- Community music, events and live performance

Beyond specific careers, this subject develops valuable skills in creativity, collaboration, discipline and communication—skills that are highly valued across many pathways.

**Note:** *It is recommended that students can already play/sing at an acceptable level. Previous experience with instrumental lessons is preferred but not essential. It is highly recommended that students studying this subject will be undertaking instrumental lessons to support their learning.*

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





# English

## English

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

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

### Why choose this subject?

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

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

### Where can this subject lead?

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



## English Language

**\*\*Application Form Required\*\***

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

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

### Why choose this subject?

English Language is an interesting, academic examination of the way English works and a study of how the language has come to be. If you like sociology, linguistics, history and anthropology, English Language might be for you. It does require rigorous study of metalanguage so that students can analyse various texts and write in depth about the influences on English in its many forms: written, spoken, formal, and informal. Students of English Language must be highly skilled readers and be able to write extended essays. This study is quite demanding and requires students to be committed to regular homework and independent research.

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

### Where can this subject lead?

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

## English Literature

**\*\*Application Form Required\*\***

### What is it all about?

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

### What will I learn?

- Students consider how language, structure and stylistic choices are used in different literary forms and types of text
- Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented
- Students will write both analytically and creatively in response to set texts.

### What type of activities will I do?

- Students ask questions about the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created
- Students learn how to write interpretively, based on their investigation into a text

### Why choose this subject?

Literature immerses students in the world of a text where they study the contextual influences on writers, directors, poets and playwrights. Students who like to look closely at language and the messages in short stories, novels, plays and live performance will enjoy Literature. This study encourages students to write creatively and analytically and to share their ideas about texts with classmates. Students recognise the way Indigenous Australian voices emerge in different literary forms including short stories, films and poetry.

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

### Where can this subject lead?

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



# Health And Physical Education

## Health and Human Development

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

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

### Why would a student choose this subject?

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### This study enables students to:

Develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They will be able to take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

[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.



## Physical Education

### What is this all about?

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

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

### What will I learn?

- Develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- Critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters

### What type of activities will I do?

- Use practical activities to understand the influences on participation and performance in physical activity, sport and exercise
- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement
- Apply knowledge and skills to analyse the requirements for sports and fitness to enhance performance.

### Why would a student choose this subject?

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### This study enables students to:

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

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

### Where can this subject lead?

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



## Outdoor and Environmental Studies

**\*\*Accelerated Access Subject & Application Form Required\*\***

### What is this all about?

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

Engaging with the outdoors is the core of this subject. Students will be given the opportunity to immerse themselves in outdoor environments both physically and conceptually and develop a deeper understanding of where they fit in the world. This subject is only available as an Accelerated Access subject, meaning that Units 1&2 are completed in Year 10, and Units 3&4 are completed in Year 11. It cannot be undertaken in Year 12 due to the amount of time spent on expedition, and the impact this may have on other Year 12 subjects.

### What will I learn?

- Develop a deep understanding of our own relationship with our environment through practical experiences and expeditions.
- Develop an understanding of the ecological, historical, cultural and social factors that affect the health of a range of different outdoor environments.
- Identify, analyse and contribute to the strategies used to protect, conserve and manage outdoor environments sustainably.
- Understand Indigenous peoples relationships with outdoor environments including knowledge systems and traditional management techniques.

### What type of activities will I do?

- One of the most attractive parts of the course are the expeditions. In each of the unit (1, 2, 3 & 4) there is a major expedition of 3, 4 or 5 days in length. These expeditions include hiking, camping, canoeing and surfing. Possible locations for these expeditions include the Alpine National Park, the Great Ocean Walk, Wilson's Promontory National Park and the Glenelg River in Western Victoria. Through these activities we will learn about our environment, our country and ourselves.

- A key course requirement is a reflective journal kept whilst on expedition, in which you will record your thoughts and learning about the environments we visit, and the ways in which you connect to them.
- You will also take part in discussing and analysing the various ways in which humans currently and historically interact with our environment, and the impact this has had on the environment.

### Why would a student choose this subject?

Outdoor and Environmental studies enable students to take their love of nature and outdoor adventure activities and develop a much deeper understanding of how they do, and can, connect with their environment. Students who study this subject may be considering a career that involves outdoor spaces including Park Ranger, Adventure Activity Guide, Tour Operator, Environmental Science, Agriculture, Environmental Policy, Forestry, Meteorology and many more.

[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.

### What cost is involved?

Please note that there is an additional levy charged to families of students who enrol in Outdoor and Environmental studies. The additional levy is to cover the cost of overnight expeditions and other activities. The levy is expected to be approximately \$250 for Units 1&2, and \$550 for Units 3&4. Students may also need to purchase some personal equipment including such items as thermal underclothes and a thermal sleeping bag if they don't already have them. As per all non-essential College activities, families are required to be up to date with College fees for their son / daughter to be accepted into the course. Parents are encouraged to contact the College Finance department prior to applying if they believe this may be a concern.

### Application Process

Students applying for Outdoor and Environmental Studies will need to fill out an application form prior to being selected for the subject. This will need to be signed by parents to ensure they are aware of the above costs involved. Students who are not up to date with their school fees, or who have a poor behavioural record will not be eligible for the program.



# Humanities

## Accounting

### What is it all about?

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

### What will I learn?

Students study both theoretical and practical aspects of accounting.

### What type of activities will I do?

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

### Why would a student choose this subject?

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

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

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

### Where can this subject lead?

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

## Business Management

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

- Students will investigate the nature of entrepreneurship, the rules and regulations, and the importance of concept development. Students may also attempt to create their own small business
- Students also study how to manage employees through motivational theory, good cultural practices and good workplace relations
- Finally, they investigate how to improve workplaces by reviewing performances and implementing change

### Why choose this subject?

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

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

### Where can this subject lead?

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

## Geography

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

- They will identify characteristics of, and how governmental bodies respond to issues of, disasters and the impact of tourism on a local, national and global scale
- They will conduct a fieldwork study to identify how land is used and how it is changing and the impacts that has on local, national and global scale
- Finally, they will also investigate the changing nature of human populations, again on local, national and global scale

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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

## Modern History (Unit 1 and Unit 2) History Revolutions (Unit 3 and Unit 4)

### What is it all about?

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

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

### What will I learn?

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

### What type of activities will I do?

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

### Why choose this subject?

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

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

### Where can this subject lead?

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

## Legal Studies

### What is it all about?

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

### What will I learn?

- Students in Legal Studies typically undertake studies in guilt and liability, sanctions, remedies, rights and people in the law. Criminal Law and Civil Law aim to achieve social cohesion and protect the rights of individuals. Criminal Law is aimed at maintaining social order and infringing criminal Law can result in charges. Civil Law deals with the infringement of a person's or group's rights and breaching Civil Law can result in litigation
- Students also investigate the Victorian Justice System, which includes the criminal and civil justice systems. It aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access

### What type of activities will I do?

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

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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





# Languages

## French

### What is it all about?

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

Languages are much more than being able to speak to people of the community when on holiday in a foreign country. It is an opportunity to gain deep insight into another culture, which fosters tolerance and understanding between people. As our cities become more diverse, we are in a far stronger position to communicate with others when we have another language in our repertoire. We also begin to appreciate our own culture just as much.

Learning a foreign language allows us to develop many skills that are relevant for our other subjects too: analytical skills, problem-solving skills, creativity, listening and communication skills, as well as enhancing memory. We also learn more about English when we study a foreign language.

### What will I learn?

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

### What type of activities will I do?

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

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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

# Indonesian

## What is it all about?

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

Languages are much more than being able to speak to people of the community when on holiday in a foreign country. It is an opportunity to gain deep insight into another culture, which fosters tolerance and understanding between people. As our cities become more diverse, we are in a far stronger position to communicate with others when we have another language in our repertoire. We also begin to appreciate our own culture just as much. Learning a foreign language allows us to develop many skills that are relevant for our other subjects too: analytical skills, problem-solving skills, creativity, listening and communication skills, as well as enhancing memory. We also learn more about English when we study a foreign language.

## What will I learn?

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

## What type of activities will I do?

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

## Why would a student choose this subject?

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

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

## Where can this subject lead?

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



# Mathematics

## Mathematics

### Choosing the right Maths for you.

- Students should do the hardest maths they can manage but not one that is too hard, talk with your teachers.
- Students do not have to do a maths in VCE but most choose to do a maths.
- Foundation Maths in Year 11 leads to Foundation Maths in Year 12.
- General Maths in Year 11 leads to General Maths (or Foundation Maths) in Year 12.
- Math Methods in Year 11 leads to Math Methods (and or General Maths) in Year 12.
- Students doing Specialist Maths 3/4 need to also do Math Methods 3/4 but not vice-versa.
- **Foundation maths:** Suits students who are very weak at maths, will satisfy pre-requisites which ask for "any maths". Cannot be done with Math Methods.
- **General Maths:** Most popular maths at VCE level. Students not particularly good at algebra, large focus on statistics and CAS calculator use, more so than algebra. Is a pre-requisite for some uni courses which do not recognize Foundation Maths.
- **Math Methods:** Contains significant algebra, calculus, probability and statistics. Is a pre-requisite for most science, medicine, engineering and some commerce courses.
- **Specialist Maths:** Builds on the work covered in Math Methods, useful for students considering Engineering and courses with high levels of mathematics. Also supports Math Methods.

## VCE Mathematics

### What is it all about?

'At its core, Mathematics is about logical thinking – there's no other place than Mathematics where you're going to acquire such effective logical thinking skills.'  
Dr Julien Ugon, School of Information Technology, Deakin University.

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

It is also for this reason that Mathematics is often a prerequisite for many courses including Health and Nursing, Finance, Engineering, Construction and Information Technology. Even when it is not specifically listed as a prerequisite, a VCE level of Mathematics is often assumed knowledge and for many careers, such as the Police Force or Teaching, applicants may also have numeracy tests as part of their entry process into TAFE's and Universities.

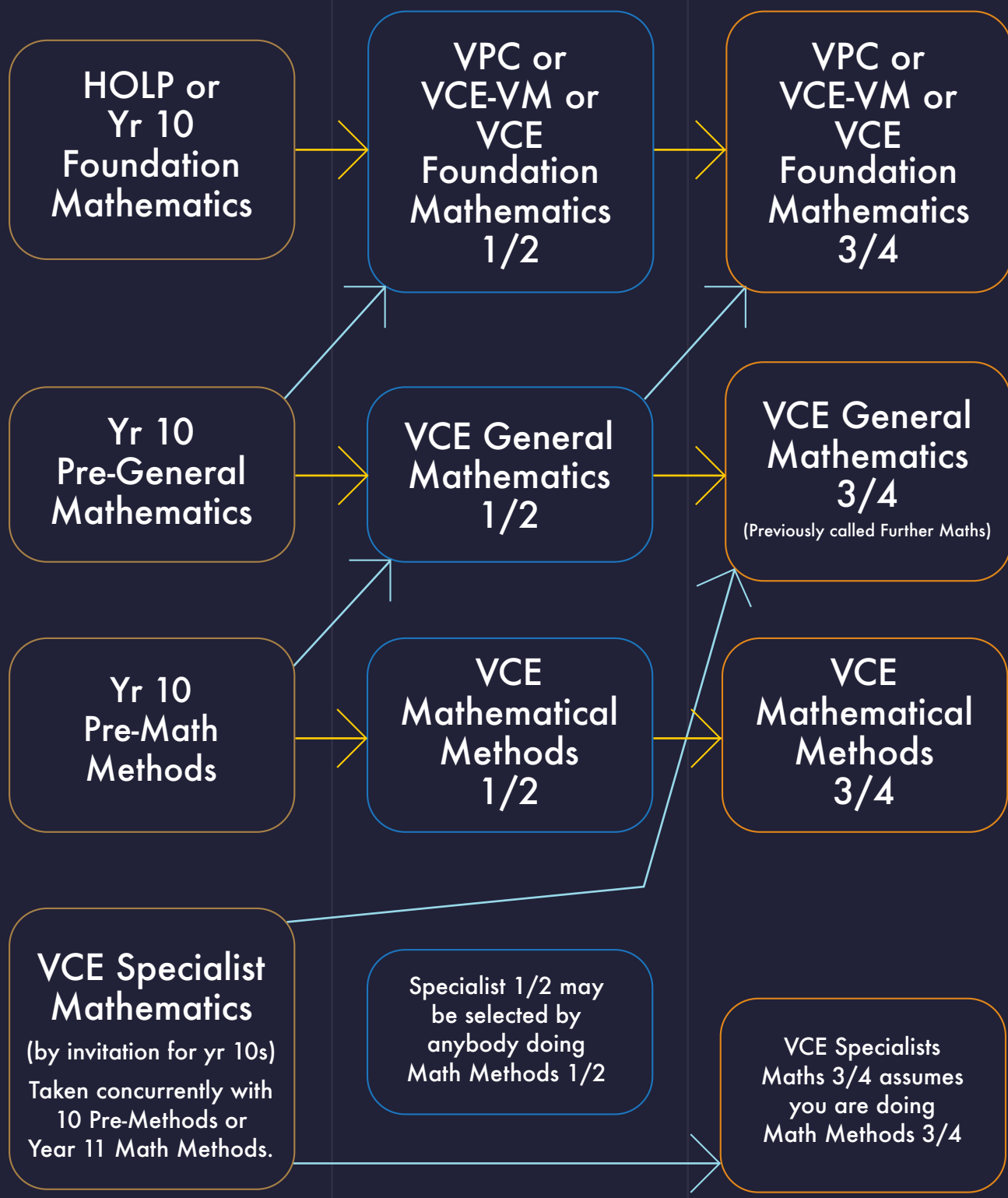
### In VCE, there are currently four subjects of Mathematics:

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

# Year 10

# Year 11

# Year 12



— Possible pathway      — Most common pathway

## Foundation Mathematics

### What is it all about?

Foundation Mathematics provides for the continuing mathematical development of students entering VCE. In Foundation Mathematics, there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

### What will I learn?

The Areas of Study are:

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

### What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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

## General Mathematics

### What is it all about?

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

### What will I learn?

The Areas of Study are:

#### General Mathematics Unit 1

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

#### General Mathematics Unit 2

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

#### General Mathematics Units 3 & 4

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

### What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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

## Mathematical Methods

### What is it all about?

Mathematical Methods provides a study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. This is the more traditional senior Mathematics course and the concepts covered in this unit are often necessary for a future that involves modelling such as Economics and Marketing. Students intending to study the Physical Sciences or Engineering should consider taking Mathematical Methods. Units 3 & 4 Mathematical Methods can only be taken after completing Units 1 & 2, that is assumed knowledge and could be tested in the final examinations.

### What will I learn?

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

### What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

### Why would a student choose this subject?

Work in areas where mathematical modelling and probability are essential skills including Computing, Science, Economics, Finance, Biomedicine and Engineering. Maths Methods (Units 3 & 4) is a pre-requisite for many courses. If you are capable in Mathematics you should choose Maths Methods (Units 1 & 2) to preserve your options.

[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.

## Specialist Mathematics Methods

### What is it all about?

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

### What will I learn?

The Areas of Study are:

#### Specialist Mathematics Unit 1

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

#### Specialist Mathematics Unit 2

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

#### Specialist Mathematics Units 3 & 4

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

### What type of activities will I do?

- Mathematical investigations
- Problem solving and modelling activities

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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



# Science

## Biology

### What is it all about?

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

### What will I learn?

- Students will develop a range of inquiry skills including practical experimentation, research and analytical skills
- Investigate the processes involved in sustaining life at cellular system, species and ecosystem levels
- In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth

### What type of activities will I do?

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

### Why would a student choose this subject?

If you have enjoyed your Year 7–10 Biology studies, VCE Biology is a natural next step. You will build on your understanding of concepts such as classification, cells, body systems, disease, and genetics, while developing skills in analysing data, designing investigations, and communicating scientific ideas.

The study of VCE Biology forms a nice partnership with:

- Chemistry
- Psychology
- Environmental Science
- Physical Education

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

### Where can this subject lead?

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

## Chemistry

### What is it all about?

VCE Chemistry enables students to understand the connections between the structure and properties of materials around them – Why is glass brittle but plasticine can be moulded? Why does copper conduct electricity but rubber does not? How can chemists design and build new materials for specific purposes? How can we analyse the materials around us?

### What will I learn?

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

### What type of activities will I do?

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

### Why would a student choose this subject?

If you enjoyed your Year 7–10 Chemistry studies, this subject is a great next step. You will build on your understanding of concepts such as elements, compounds and mixtures, separation techniques, atomic structure, and chemical reactions, while developing skills in analysing data, conducting investigations, and explaining everyday chemical processes—like why some substances burn while others melt.

The study of VCE Chemistry forms a nice partnership with:

- Biology
- Physics
- Environmental Science

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

### Where can this subject lead?

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

## Environmental Science

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

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

### Why would a student choose this subject?

If you are interested in science and curious about how the world works, Environmental Science is for you. This subject explores the natural world by examining biodiversity, climate change, energy production, pollution, and the carbon cycle, all within the context of the environment.

The study of VCE Environmental Science forms a partnership with:

- Chemistry
- Biology
- Physics

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

### Where can this subject lead?

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

## Physics

### What is it all about?

Physics is a science, based on observations, experiments, measurements and mathematical analysis with the purpose of finding explanations for phenomena occurring from the tiny subatomic scale through to the enormous galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve.

### What will I learn?

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

### What type of activities will I do?

- Class discussion and practical activities, independent and group work, teacher directed and student directed activities and content
- Students undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena
- You will develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills

### Why would a student choose this subject?

If you enjoyed your Year 7–10 Physics studies, this subject is a great next step. You will build on your understanding of concepts such as forces, motion, energy, electricity, light, and the universe, while developing skills in problem-solving and explaining how and why things work. If you are curious about how the universe is structured and how things interact within it, then VCE Physics is for you.

The study of VCE Physics forms a nice partnership with:

- Chemistry
- Specialist Mathematics
- Systems Engineering

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

### Where can this subject lead?

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

# Psychology

## What is it all about?

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena.

## What will I learn?

- The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning and mental health
- Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries

## What type of activities will I do?

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

## Why would a student choose this subject?

Do you find human behaviour interesting? Are you curious about how the brain works, why we share traits with family members yet remain unique, and how factors like sleep affect mental function? If you enjoy exploring memory, thinking, and behaviour, then VCE Psychology is for you.

The study of VCE Psychology forms a nice partnership with:

- Biology
- HHD
- Physical Education

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

## Where can this subject lead?

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



# Technology

## Food Studies

### What is it all about?

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

### What will I learn?

- Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects
- Students focus on patterns of eating in Australia and the influences on the food we eat
- Students also address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources

### What type of activities will I do?

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

Assessment activities include:

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

### Why would a student choose this subject?

This study is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. In Food Studies the preparation and production of food, on both a small (home) and a commercial scale, is the focus.

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

### Where can this subject lead?

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

## Product Design and Technology – Wood & Metal

**\*\*Folio subject & can only select one PD&T\*\***

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

- Students will focus on the analysis, modification and improvement of a product design. We take a structured approach towards the design process, look at examples of design practice used by a designer, analyse, and evaluate design
- Students investigate a client or end user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option, develop a work plan, and commence production of the product
- Students then continue to develop and manufacture the product designed and record the production processes and modifications to the work plan and product
- They evaluate the effectiveness and efficiency of techniques they use and the quality of their product with reference to evaluation criteria

Assessment activities include:

- Research and planning folios
- Individual production tasks
- Collaborative production tasks
- In-class written tests
- Student designed production task
- Written exam

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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

## Product Design & Technology – Textiles

**\*\*Folio subject\*\***

### What is it all about?

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

### What will I learn?

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

### What type of activities will I do?

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

Assessment activities include:

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

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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

## Systems Engineering

**\*\*Folio subject\*\***

### What is it all about?

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

### What will I learn?

- Students are introduced to Mechanical Systems, and they study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied to define and explain physical characteristics
- Students will study Integrated Systems Engineering and Energy with a focus on how mechanical and electro tech systems combine to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function. There is an emphasis on Systems Control and new and emerging technologies

### What type of activities will I do?

- We take a 'hands on' approach as students apply their knowledge and construct functional systems. Students will also study fundamental electro-technology principles included applied electrical theory, representation of electrical components and devices, elementary applied physics in electrical circuits and mathematical calculations that can be applied
- There is also a study of the principles associated with integrated systems with a focus on the functional integration of a mechanical subsystem, an electro technology subsystem and the design factors that are to be considered
- ONE substantial production task is to be undertaken

### Why would a student choose this subject?

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

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

### Where can this subject lead?

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



# Guidelines

# Guidelines when selecting subjects

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

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

## **Accounting**

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

## **Agriculture & Horticulture**

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

## **Applied Computing including Data Analytics and Software Development**

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

## **Art Creative Practice**

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

## **Biology**

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

## **Business Management**

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

## **Chemistry**

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

## **Drama**

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

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

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

### **Environmental Science**

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

### **Food Studies**

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

### **Art Creative Practice**

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

### **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

### **Drama**

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

### **History (Modern History, History Revolutions)**

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

### **Indonesian**

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

### **Legal Studies**

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

## **Mathematics (See Appendix)**

- Foundation Mathematics: this Mathematics focuses on practical contexts encountered in everyday life in the community, at work and at study
- General Mathematics: this Mathematics course focuses on financial, geometric and linear modelling; 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, Science, Biomedicine, etc.
- Specialist Mathematics: you enjoy Mathematics and did very well in Year 10 Pre-Methods (i.e. achieved 80% or above). You are looking at university study in the areas of Mathematics, Computer Science, Science, Engineering, etc.

## **Media**

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

## **Music including Inquiry and Contemporary Performance**

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

## **Outdoor and Environmental Studies**

- You love the outdoors and adventure
- You have an interest in sustainability and environmental issues
- You enjoy learning through real world experiences

## **Physical Education**

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

## **Physics**

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

## **Product Design and Technology**

### **- Textiles**

- You enjoyed this subject as an elective
- You are a creative and practical person who enjoys working on a major project
- You are looking at a career or further study in textiles and/or fashion and working with fabric/materials, or a design-based occupation

## **Product Design and Technology**

### **- Wood & Metal**

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

## **Psychology**

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

### **Religion Education including Youth Ministry**

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

### **Systems Engineering**

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

### **Visual Communication Design (VCD)**

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



# Glossary

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

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

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

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

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

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

## **Outcomes**

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

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

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

## **Satisfactory (S)**

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

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

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

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

Occurs in studies where products and models are assessed.

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

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

## **Semester**

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

## **Statement of Attainment**

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

## **Statement of Results**

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

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

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

## **Studies**

The subjects available in the VCE.

## **Study score**

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

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

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

## **Units (VCE-VM)**

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

## **Units (VCE)**

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

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

Manages the VCE, VCE-VM and VPC.

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

Victoria's education and training regulator.

## **Victorian Tertiary Admissions Centre (VTAC)**

Calculates and distributes the ATAR and processes tertiary entrance applications.

# 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.

## **Karen Hocking**

VCE Coordinator

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## **Belinda Dwyer**

VCE-VM/Applied Learning Leader

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## **Alan Archbold**

Careers & Pathways Leader

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or [careers@damascus.vic.edu.au](mailto:careers@damascus.vic.edu.au)

## **Maree Lawlor**

Careers & Pathways Educator

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or [careers@damascus.vic.edu.au](mailto:careers@damascus.vic.edu.au)

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

- Your TA
- Subject Teachers

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

- Victorian Curriculum and Assessment Authority (VCAA)  
[www.vcaa.vic.edu.au/Pages/HomePage.aspx](http://www.vcaa.vic.edu.au/Pages/HomePage.aspx)
- VTAC [vtac.edu.au](http://vtac.edu.au)
- My Future [myfuture.edu.au](http://myfuture.edu.au) where you can complete a series of questions which will result in a selection of career paths which might be of interest to you
- Where to Now?  
[www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/VCE.aspx](http://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/VCE.aspx)

# Frequently Asked Questions

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

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

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

### When and where can I do the VCE-VM?

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

### Are there any entry requirements?

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

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

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

### What do I study?

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

- Literacy and numeracy skills
- Work related skills
- Industry specific skills
- Personal development skills
- Healthy living skills
- VET
- Religious Education and/or Youth Ministry
- Structured workplace learning

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

Yes. If you change your mind and want to swap to the VCE, a panel will be formed to assess your situation and a decision will be made in your best interest. In 2023 VCE-VM is a new study program so the rules around swapping to the VCE program will be advised on an individual basis.

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

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

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

### How is the VCE-VM assessed?

All accredited courses/certificates in your VCE-VM program are assessed by your teacher and/or RTO (Registered Training Organisation). VCE, VET and other accredited courses/certificates are assessed in accordance with requirements. Your teacher will explain the requirements to meet the learning outcomes for VCE-VM units.

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

All Year 12 students along with any students undertaking a Unit 3-4 study, will be expected to sit the General Achievement Test (GAT).

The GAT is a test of knowledge and skills in Writing, Mathematics, Science and Technology, Humanities and Social Science and the Arts.

# Frequently Asked Questions

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

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

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

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

## **Vocational and Educational Training (VET)**

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

#### **Is VET an extra program on top of my VCE or VCE-VM studies?**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# SENIOR (YEAR 11 AND 12) - MY PATHWAYS 2027