



YEAR 9-12 Pathways Guide 2027-2029

Dare to be Excellent



St Helena Secondary College



How to use this guide



You can read this **Pathways Guide** *page by page* by clicking on the navigation bar arrows along the bottom of the screen to advance forward or backward *or jump ahead to different sections* using the side menu, section menus and hyperlink icons.

The **Home** page allows you to see an overview of the whole guide at once and by clicking items in this interactive menu you can skip ahead to any section.

You can also jump to different sections of the guide by clicking items in the **sub menus** that appear on each page on either the left or right sides or in the footer bar or by clicking the  symbol wherever it appears.

The Year 9, 10 and VCE subject index pages and the Year 9-12 Streams section feature a linked menu which allows you to click on the subject name and jump to its full description.

All websites and emails are hyperlinked. Click on the text to be redirected to external webpage.



While every attempt has been made to provide accurate information, this booklet is provided for general planning purposes. Before relying on specific details students should consult College staff.



**YEAR 9-12
STREAMS**



**PATHWAYS
GUIDE**



A Core subject



A Core subject —advanced



An Elective subject



Optional program



Subject requires students to apply



Additional subject fees may apply



Important information for students



Subject requires students to apply –
Application form required.



Home



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

HOW TO USE THIS GUIDE

CAREER ACTION PLANS

INTRODUCTION

PATHWAYS OF POSSIBILITIES

GLOSSARY

COLLEGE CONTACTS

MIDDLE SCHOOL PATHWAYS...

PATHWAYS OF POSSIBILITIES

THE YEAR 9 PROGRAM

SUBJECT SELECTION ADVICE & TIPS

YEAR 9 COURSE PLANNING

BULLSEYE CAREERS INFORMATION

YEAR 9 STUDIES

YEAR 9 SUBJECT OVERVIEW

YEAR 9 SUBJECT INDEX

SENIOR SCHOOL

PATHWAYS OF POSSIBILITIES

SENIOR SCHOOL PATHWAYS

SUBJECT SELECTION ADVICE

PATHWAYS BEYOND SCHOOL

SENIOR SCHOOL COURSE PLANNING

YEAR 10 COURSE PLANNING

YEAR 11 COURSE PLANNING

YEAR 12 COURSE PLANNING

BULLSEYE CAREER INFORMATION

YEAR 10

YEAR 10 SUBJECT OVERVIEW

YEAR 10 SUBJECT INDEX

WORK EXPERIENCE

EARLY START AND SPECIALIST CHOICE

CHOOSING YOUR YEAR 10 MATHS COURSE

VCE STUDIES

THE NATURE OF THE VCE

ASSESSMENT & REPORTING

HIGHER EDUCATION IN VCE

VCE SUBJECT OVERVIEW

VCE SUBJECT INDEX

VET STUDIES

WHAT IS VET?

VET CLUSTER PROGRAM

VET SUBJECT OVERVIEW

CERT III EARLY CHILDHOOD EDUCATION & CARE

CERT III SPORT AQUATICS & RECREATION

CERT III INFORMATION, DIGITAL MEDIA & TECH.

CERT II AUTOMOTIVE VOCATIONAL PREPARATION

CERT II BUILDING & CONSTRUCTION

CERT II COOKERY (KITCHEN OPERATIONS)

CERTIFICATE II DANCE

VCE VOCATIONAL MAJOR

WHAT IS VCE VOCATIONAL MAJOR?

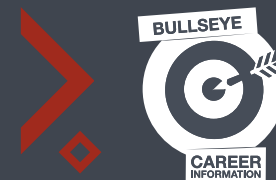
INTERVIEW AND APPLICATION PROCESS

VCE VOCATIONAL MAJOR

VICTORIAN PATHWAYS CERTIFICATE (VPC)



Career Action Plans



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

The Career Action Plan is a dynamic planning document owned and managed by young people intended to reflect their increased career development learning.

The Career Action Plan helps young people to develop their awareness and understanding of education, training and employment options, and to develop the skills, knowledge and capabilities to effectively manage their careers and transitions throughout their lives.

The development of a Career Action Plan is designed to assist young people to set their goals, to clarify the actions needed to achieve these goals, and to commit to participating in the planned activities.

The Career Action Plans incorporate the three stages of career development: self development, career exploration and career management. Young people should assume ownership of their Career Action Plan.

Parents and a variety of staff members, such as careers practitioners, teachers and trainers, can work with young people to assist them in completing the Career Action Plan.

The young person must be actively involved in the process. Parents, family members, community members, carers, guardians or other trusted adults are encouraged to comment on their young person's Career Action Plan, along with teachers, careers practitioners or other school staff.

Using the Career Action Plan

Young people should complete a Career Action Plan every year from Years 7 to 12. This plan will help you to set out a number of goals and clarify the actions needed to achieve them during your secondary school years and beyond.

Your Career Action Plan should be continually revised to reflect the career development activities undertaken throughout the year. Maintaining a Career Action Plan is an ongoing process, not a one-off activity.

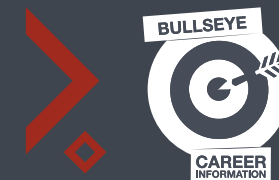
Career Action Plans are important for all students, and particularly for both Years 9 and 10. Students in these years have reached two critical junctures in their schooling: for Year 9 students, you are about to embark on your senior schooling years and may

have an option to complete your VCE over 3 years instead of 2. For Year 10 students, you are faced with the big decision over which senior schooling pathway is best suited to your career development: the VCE (Victorian Certificate of Education), VCE VM (Vocational Major) or the VPC (Victorian Pathways Certificate).

The Career Action Plan is an effective tool that allows students to make informed choices about their subject selection choices for the year ahead, and ensure the next 2-3 years of your learning programs at school are planned, suited to your needs beyond Year 12 (e.g. meeting tertiary pre-requisites, etc.) and balanced so that you can Dare to be Excellent in these crucial years.



Career Action Plans



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Components of the Career Action Plan

The Career Action Planning process takes place through the STRIVE Program in Years 7 – 12 and contains a range of components that develop progressively. The components reflect the three stages of career development.

The components include:

- **My Profile:** Self-development information to assist young people to understand themselves and the influences on them through identification of interests, values and skills.
- **My Progress:** Self-development information to assist young people to reflect on their experiences and achievements over the past year.
- **My Goals and Plans:** Self-development information to assist young people to develop their capabilities, and career exploration information to encourage location, investigation and consideration of opportunities in learning and future work options.
- **My Review:** Career management information to assist young people to adjust their Career Action Plans and manage their life choices, changes and transitions.

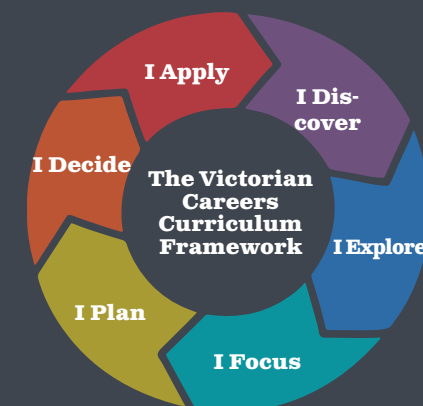
The Career Action Plans for young people in Years 11 and 12, concentrate on career management information through additional components that specifically address career choices and the attributes and skills required to achieve them. The additional components include:

- **My Future:** Career exploration information to assist young people to consider attributes, skills, education/training requirements, courses and labour market information relating to their career choices.
- **My Plan:** Career management information to assist young people to reflect on past goals before setting new goals that align with their career choices.

Another component of the Career Action Plan involves the six steps in a young person's acquisition of skills and knowledge for lifelong career self-management. Although young people complete all six steps each year, the Career Action Plans focus on a different step each year.

The six steps are:

- **Year 7 – I Discover:** young people discover their strengths and talents
- **Year 8 – I Explore:** young people explore the world of work and their place in it
- **Year 9 – I Focus:** young people focus on their values and interests
- **Year 10 – I Plan:** young people use decision-making skills to plan their learning and career programs
- **Year 11 – I Decide:** young people decide on their best options and opportunities
- **Year 12 – I Apply:** young people apply their skills and knowledge to their learning and career planning



Introduction

COMMITMENTS REQUIRED OF ALL STUDENTS

Dare to be Excellent

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

STRIVE to achieve your best in all classes, all work, exams and extra curriculum programs that you are involved in.

To complete all coursework, school assessed tasks, SACs and Examinations on time and to the best of your ability.

Spend at least the recommended time on homework: Year 9 and 10, 60 minutes per subject per week, Year 11 1 - 2 hours per subject per week, Year 12 a minimum of 2 hours per subject per week.

Spend no more than 15 hours per week on employment in Years 9 and 10 and no more than 10 hours in VCE.

Independently find a work

experience placement in Year 10 that aids in the discovery of a possible career interest pathway.

Follow the College rules with good grace.

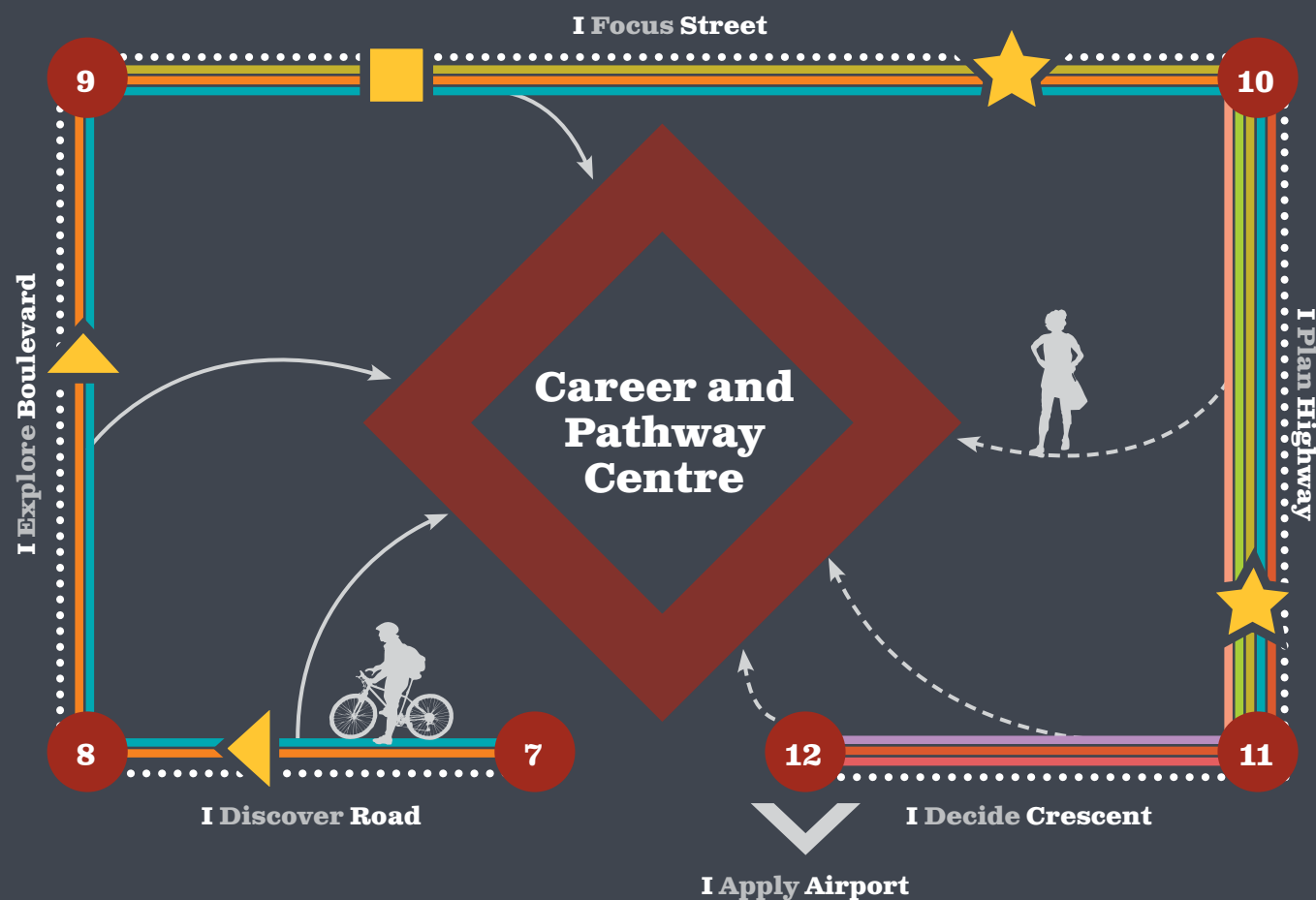
Treat our College's teachers and all other class members with respect.

Attend all classes unless ill or for an approved reason.

Represent the College in a positive way when participating in extracurricular activities.



Pathways of possibilities



KEY

Core Subjects	VCE VM
Accelerated – ACE	VET
Electives	VCE
Advanced Streams	Student Year Level
STRIVE	

Academic Learning Plan Assessment Points

- Personal Development
 - Showcase
- Street names = Career Curriculum Framework

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Middle School Pathways

Choosing your subjects



HOME



MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



◆ YEAR 9

PATHWAYS OF POSSIBILITIES

THE YEAR 9 PROGRAM

SUBJECT SELECTION ADVICE & TIPS

YEAR 9 COURSE PLANNING

BULLSEYE CAREERS INFORMATION

YEAR 9 STUDIES



Pathways of possibilities

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

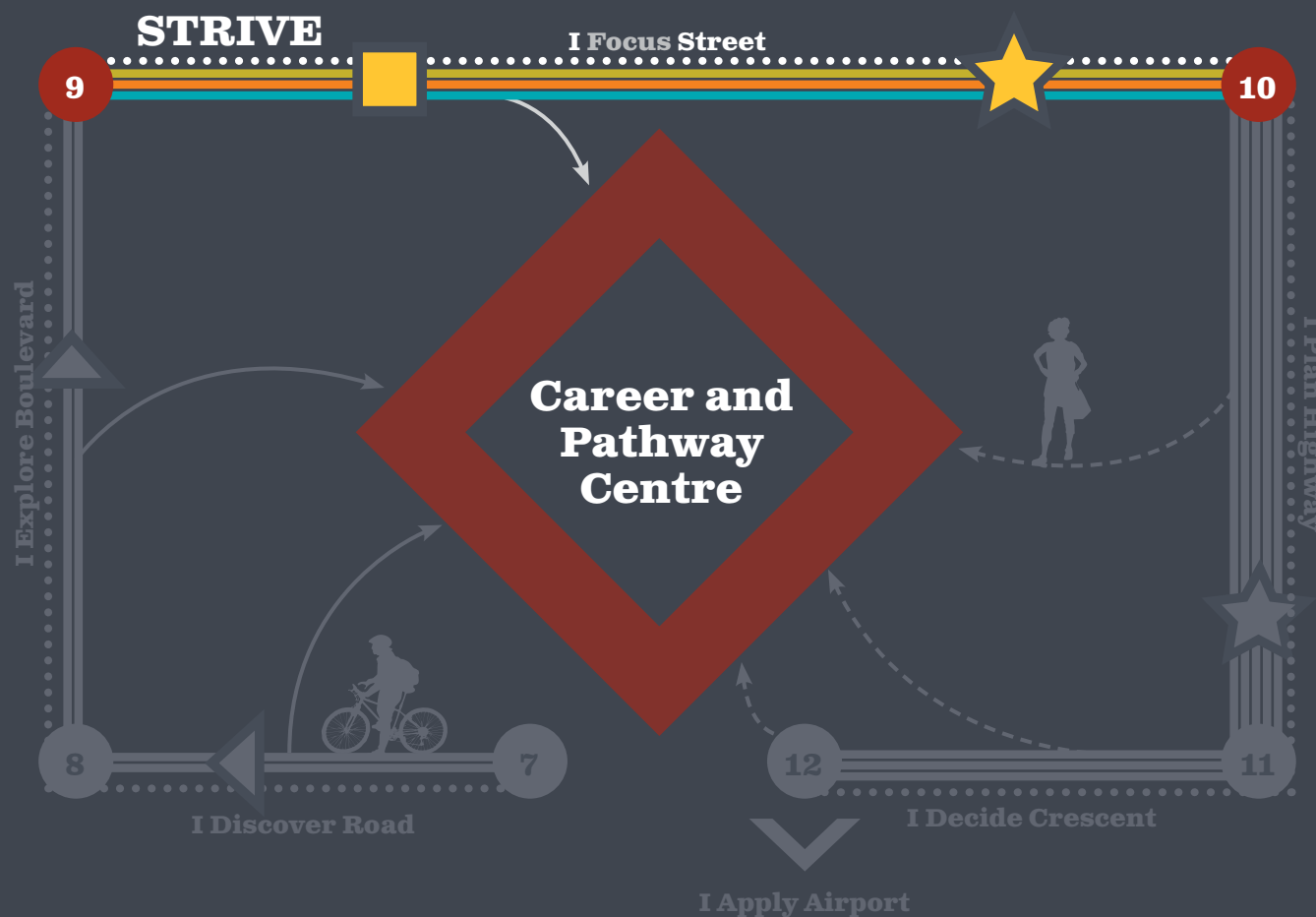
VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



KEY

	Core Subjects		VCE VM
	Accelerated – ACE		VET
	Electives		VCE
	Advanced Streams		Student Year Level
	STRIVE		

Academic Learning Plan Assessment Points

Personal Development

Showcase

Street names = Career Curriculum Framework

YEAR 9



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

The Year 9 Program

Our curriculum is structured to enable students to make relevant decisions about their studies and future pathways. In Year 9 students study a balance between core and elective subjects. Please refer to the diagrams below for an overview of the Year 9 Programs students may follow. If you are unsure as to where this subject will lead you, please take a look at the Career's Bullseye to view job pathways that are available within this subject area.

PROGRAM WITHOUT ITALIAN

CORE PROGRAM 						COMPULSORY ELECTIVE PROGRAM 	EXTRA CURRICULAR 
Sem 1	English	Maths	Science	Humanities	Health and PE	Arts Elective	Free choice from any domain area (must not have more than 2 electives from a single domain area)
Sem 2	English	Maths	Science	Humanities	Health and PE	Technology Elective	Free choice from any domain area (must not have more than 2 electives from a single domain area)

PROGRAM IF STUDYING YEAR 9 ITALIAN

CORE PROGRAM 						COMPULSORY ELECTIVE PROGRAM 	EXTRA CURRICULAR 
Sem 1	English	Maths	Science	Humanities	Health and PE	Arts Elective	Yr 9 Italian elective 1
Sem 2	English	Maths	Science	Humanities	Health and PE	Technology Elective	Free choice from any domain area (must not have more than 2 electives from a single domain area)

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS





HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Subject selection advice and tips

Year 9 students will undertake core subjects complemented by a range of electives.

All students will consider how subject choices will benefit them, either through access to a specific career or educational pathway, or by keeping their options open. All students must read the subject descriptions that follow.

Do not make your decision based on the name of the subject alone.

If you are unsure as to what pathway or career choice you would like to pursue then by using the Career Bullseye you can ask yourself:

- A: What subject do I like?
- B: What subject am I good at?

Once you have answered these questions go to the Careers Bullseye associated with that subject area you will see a number of occupations that are listed around the outer circles, ask yourself, would I like to work within any of these career industry choices?

Sometimes this builds up your awareness as to what is actually offered in each subject domain area.

Subject contributions add to the overall educational experience for the student. Providing quality materials and consumables.

Three tips for choosing your Year 9 electives

1. Choose studies which interest you and in which you can achieve. Don't choose subjects on the basis of what your friends are choosing.
2. If you have a good idea of your subject pathway, make sure you choose your subjects carefully.

This is particularly important for subjects like Italian where it is a prerequisite for Year 10. You might also consider a Science or Humanities elective if you think you might study similar subjects in Senior Years.

3. It is important to maintain a balance between your interests and appropriate pathway.

Elective instructions

All students will choose **four** elective subjects in addition to the Core curriculum in Year 9. In choosing their electives students must have:

- A minimum of 1 subject from **The Arts**
- A minimum of 1 subject from **Technology**
- 2 free-choice subjects which can be selected from any domain area
- No more than 2 subjects from a single domain area (i.e. cannot have 3 subjects from The Arts, or 3 subjects from Technology).

If a student successfully applies for a place in a year long elective program (i.e. Athlete Development Program), this will count as their two 'free choice' subjects.



Students in the ACE Program study all the same subjects but they are continuing their accelerated and enrichment program within them.



Students wishing to continue studying Italian must select at least one one of the Year 9 Italian electives in their 'free choice' selections.

- *Students wishing to participate in the Italy Tour are expected to have studied at least one Year 9 Italian subject.*
- *Students wishing to continue studying Italian in Year 10 must complete at least one semester of Italian in Year 9.*



Some subject may include additional costs associated with incursions/excursions.

YEAR 9 Course planning



 YEAR 9-12
STREAMS

 PATHWAYS
GUIDE

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

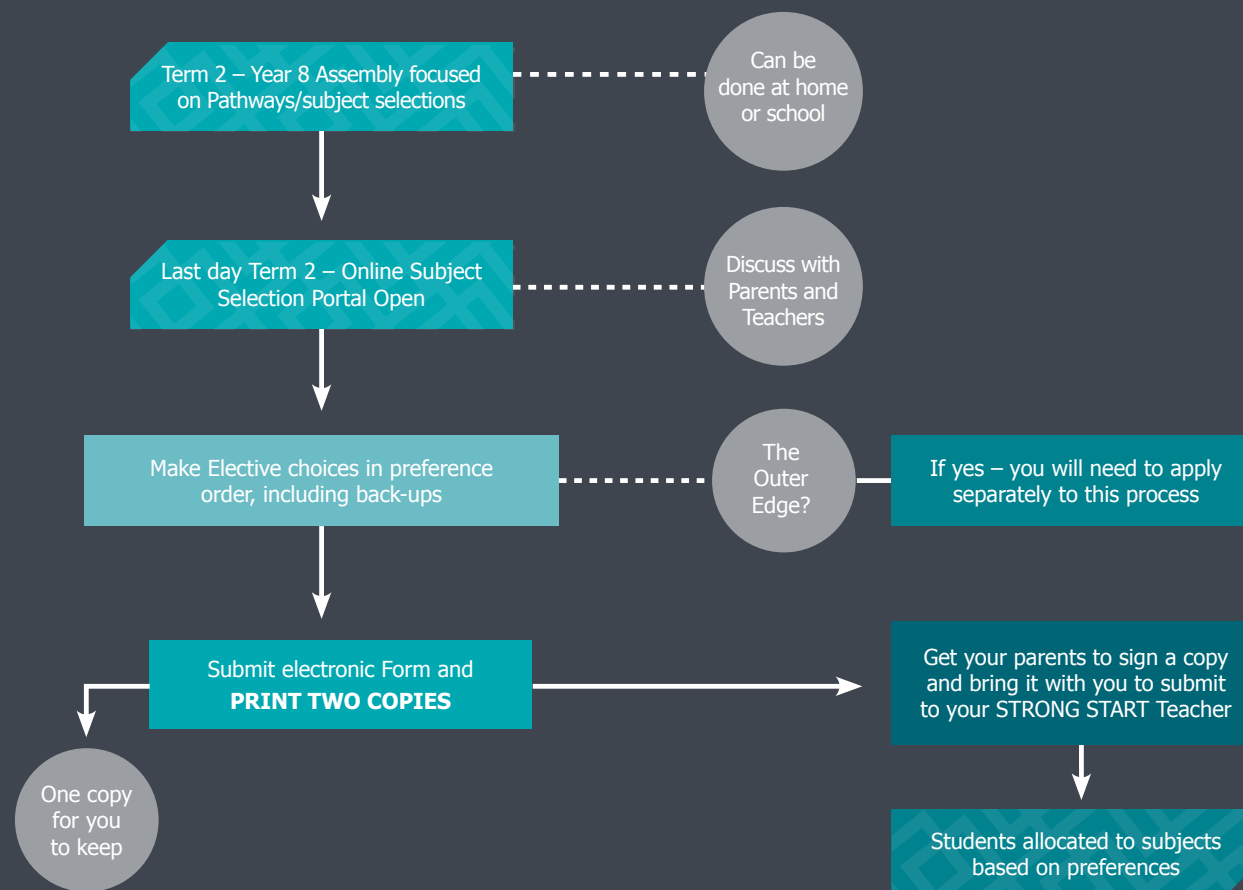
VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Elective Selection Process



It is the student's responsibility to ensure they complete the subject selection process fully and print two copies of their online choices. Please note also that whilst all students subject selections will be considered, their placement in classes will be conditional on the timetable and numbers of students wanting to study the subject. Therefore students must include reserve subjects in preference order. Students should not expect to automatically get all of their first choices.



Bullseye Career information



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

Do you enjoy or are you good at...

Click on the themes below to access information on related careers and the most common levels of training and education required for these jobs.



THE ARTS

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?



SCIENCE

- > Biology?
- > Chemistry?
- > Environmental Science?
- > Physics?
- > Rural Studies?



HEALTH & PE

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



TECHNOLOGY

- > Automotive?
- > Computing?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?
- > Textiles and Design?



ENGLISH

- > English?



LANGUAGES

- > Languages?



HUMANITIES

- > Geography?
- > History?
- > Psychology?
- > Social Science?
- > Business and Economics?



MATHS

- > Business Studies?
- > Economics?
- > Maths?

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9 Studies >

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE-VM STUDIES

GLOSSARY

COLLEGE CONTACTS

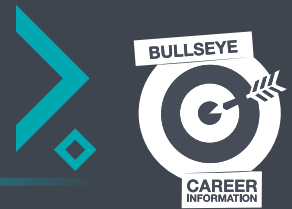
> YEAR 9

YEAR 9 SUBJECT OVERVIEW

YEAR 9 SUBJECT INDEX



YEAR 9 Subject overview



**YEAR 9-12
STREAMS**

**PATHWAYS
GUIDE**

**Use your zoom in feature to view
the contents of this page.**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

CORE SUBJECTS



**CORE
English**



**CORE
Mathematics**



**CORE
Humanities**



**CORE
Science**



**CORE
Health and
Physical
Education**

In addition to the **Core Curriculum** subjects students need to select **FOUR** elective subjects:

5 Core subjects



THE ARTS
 ELECTIVES

- Animation
- Architecture (VCD)
- Dance
- Digital Photography
- Drawing and Painting
- Drama
- Entertainment Technology

- Graphic Design (VCD)
- Film Studies
- Music Performance
- Sculpture and Ceramics

Careers

- Actor, Performer or Dancer
- Animator or Cartoonist
- Artist, Illustrator or Sculptor
- Costume or Fashion Designer
- Craftsperson or Engraver
- Graphic Designer
- Make-up Artist
- Model Maker or Toy Maker
- Museum Officer
- Musician or technician
- Photographer
- Visual Merchandiser



TECHNOLOGY
 ELECTIVES

- Food Technology
- Textiles
- Product Design: Wood, Metal and Plastics
- Systems and 3D Printing
- Automotive

Careers

- Product Designer
- Fashion Design
- Food Scientist
- Electrical engineer
- Robotics
- Building and Construction
- Carpenter
- Engineering



INFORMATION TECHNOLOGY

ELECTIVES

- Digital Game Design
- Virtual Reality Design

Careers

- Administrator
- C++ developer or C# Engineer
- Java Architect or Engineer
- Programmer Analyst
- Software Engineer or Analyst
- Support Specialist
- System Administrator, Analyst, Architect or Designer
- Web Administrator
- Web Developer

2 more subjects from any domain (i.e. free choice).

Please note: students will only be able to study a maximum of 2 elective subjects from a single domain (i.e. maximum of 2 electives in The Arts, Technology, Humanities, Science, etc.)



ENGLISH

ELECTIVES

- Children's Literature
- Analysing Games

Careers

- Actor
- Advertising or Copywriter
- Attorney or Law Clerk
- Author or Book Publisher
- Bank Officer
- Film, Stage and TV Director or Editor
- Journalism or Media Presenter
- Interpreter
- Library Technician or Bookstore Manager
- Marketing or PR Officer



HUMANITIES

ELECTIVES

- Humanities
- Global Empires
- Entrepreneurship Skills: Marketing and eCommerce
- Monsters and Maniacs

Careers

- Accountant or Auditor
- Economist or Commodities Trader
- Finance Manager or Credit Officer
- Financial Planner, Dealer or Broker
- Foreign Affairs and Trade Officer
- Hospital Administrator or Secretary
- Importer and Exporter
- Industrial Relations Officer or Management Consultant
- Investment Analyst or Banker
- Land Economist



SCIENCE

ELECTIVES

- Animal Science
- Pre-VCE Science Skills

Careers

- Agriculture
- Architecture
- Biologist, Pathologist or Technician
- Engineering
- Food or Environmental Science
- Medicine: Nursing, Dentistry, Optometry, Physiotherapy, Psychology or Speech Pathology
- Pharmacist
- Research or Teaching
- Rocket Scientist
- Urban Planning
- Veterinary Medicine



HEALTH & PE

ELECTIVES

- Fit For Life
- Field and Ball Sports
- Striking Sports
- Outdoor Education
- Sports Academy

Careers

- Army Soldier
- Deckhand or Diver
- Driller's Assistant
- Firefighter
- Fitness Instructor
- Health and Fitness Consultant
- Physical Education/Health Teacher
- Sporting Associations
- Sports Coach
- Sports Development
- Sports Journalist
- Outdoor Adventure or Tour Guide
- Park Ranger or Landcare Officer



LANGUAGES

ELECTIVES

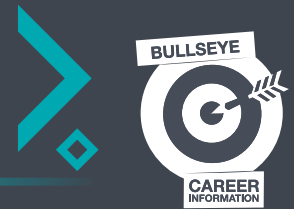
- Italian – Travel and Culture
- Rogues and Radicals of the Renaissance

Careers

- Customs, Immigration or Border Protection
- Foreign Affairs or Aid Agencies
- Flight Attendant
- Hansard Reporter
- Media
- Research Assistant
- Social or Community Work
- Trade, Importer or Exporter
- Translator or Interpreter
- Tourism, Travel Consultant or Tour Guide

* The only exception to these rules are students who wish to study **Italian** and the **Athlete Development Program**. Please click here for more info

YEAR 9 Subject index



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9 PROGRAMS



ENGLISH

 ENGLISH

ANALYSING GAMES



HEALTH & PE

HEALTH & PHYSICAL EDUCATION

FIT FOR LIFE

FIELD AND BALL SPORTS

STRIKING SPORTS

OUTDOOR EDUCATION

SPORTS ACADEMY



HUMANITIES

 HUMANITIES

GLOBAL EMPIRES

ENTREPRENEURSHIP SKILLS:
MARKETING AND ECOMMERCE

MONSTERS AND MANIACS



LANGUAGES

ITALIAN – TRAVEL AND CULTURE

ROGUES AND RADICALS
OF THE RENAISSANCE



MATHS

 MATHEMATICS



SCIENCE

 SCIENCE

ANIMAL SCIENCE

PRE-VCE SCIENCE SKILLS



INFORMATION TECHNOLOGY

DIGITAL GAMING

VIRTUAL REALITY DESIGN



TECHNOLOGY

FOOD TECHNOLOGY

TEXTILES

PRODUCT DESIGN:
WOOD, METAL AND PLASTICS

SYSTEMS AND 3D PRINTING

AUTOMOTIVE



THE ARTS

ANIMATION

DANCE

DIGITAL PHOTOGRAPHY

DRAWING AND PAINTING

DRAMA

ENTERTAINMENT TECHNOLOGY

ARCHITECTURE (VCD)

GRAPHIC DESIGN (VCD)

FILM STUDIES

MUSIC PERFORMANCE

SCULPTURE AND CERAMICS



Core Subject



Subject requires students to apply



Extra Curricular Subject (optional)



YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> English?

**PATHWAYS
GUIDE**

> **Media/Journalism**

English



What will I learn?

In Year 9 English, students develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in Year 9 English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

Students will:

- Continue to develop essay writing skills
- Continue to develop creative writing skills
- Identify how the media manipulates its viewers and readers and apply that knowledge through a language analysis
- Create an oral presentation on a current issue
- Study a variety of new and classic texts, including novels and various multimodal forms.



No direct fees



YEAR 9-12 STREAMS

ENGLISH

Suits students interested in >

- Reading and discussion
- Critical thinking
- Writing
- Current Affairs

Possible pathways >

Year 10 Subjects

- English Core
- English Advanced
- Storytelling: Creative Writing

VCE/VET Subjects

- VCE English
- VCE Literature

Analysing Games



What will I learn?

The video games industry has a worldwide revenue exceeding film, television, and music combined. Young people today have grown up with these texts but without the skills to be able to analyse them to the same level of focus that we place on written texts.

Throughout the semester students will play a variety of short, award-winning narrative texts while building up their analytical skills. Students will be able to identify, discuss, and evaluate key themes and gameplay choices of these texts, as well as to relate their own personal experiences to these texts. Students will also learn the metalanguage around discussing video games, such as describing agency, environmental storytelling, and ludonarrative.

This elective is ideal for students who have a passion for English, writing, or for narrative focused video games. At the end of this unit students will have the skills they need to think critically about the stories, themes, and impact the developers are conveying through their games.



YEAR 9-12 STREAMS

ENGLISH

Suits students interested in >

- Reading
- Writing
- Creative writing
- Critical thinking

Possible pathways >

Year 10 Subjects

- Advanced English - Text
- Advanced English - Craft of Writing

VCE/VET Subjects

- VCE English
- VCE Literature

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> English?

 **PATHWAYS
GUIDE**

> Media/Journalism

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Children's Literature



What will I learn?

Children's Literature is a dynamic and engaging elective that invites students to explore the creative and analytical aspects of storytelling for young audiences.

Throughout the semester, students will explore classic and contemporary children's literature, analysing how narrative techniques, character development, and visual elements work together to create engaging and meaningful stories. They will investigate the role of symbolism in children's books, examining how themes such as morality, growth, and resilience are embedded within seemingly simple tales.

Students will have the opportunity to create their own original children's book, incorporating the narrative and visual techniques studied throughout the course. This hands-on project encourages creativity, critical thinking, and an understanding of audience engagement, as students craft stories designed to educate, entertain, and inspire young readers.



There may be costs associated with attending workshops at the State Library



YEAR 9-12 STREAMS

ENGLISH

Suits students interested in >

- Reading
- Writing
- Creative writing
- Critical thinking

Possible pathways >

Year 10 Subjects

- Advanced English - Text
- Advanced English - Craft of Writing

VCE/VET Subjects

- VCE English
- VCE Literature
- VCE Drama

YEAR 9 Studies



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Fit For Life



What will I learn?

This elective is a hybrid subject that combines both practical and theoretical components related to health and wellbeing.

Theoretical topics include:

- Nutrition with a focus on healthy eating models, macro and micronutrients and supplements
- Physical, Mental and Social Health and how to optimise these for general health and wellbeing
- Principles of physical activity and how to use these to design and implement a basic training program
- Physical activity guidelines and sedentary behaviour guidelines for each lifespan stage and ways to adhere to these
- Practical topics for this subject include:
- Implementing the physical activity principles and designing a basic fitness-based program
- Cardiovascular training and how to improve this element of health
- An in-depth look at body weight training and how to improve general muscular endurance
- Pilates and Yoga training to improve functional health and fitness
- General exercise and physical activity to adhere to the Physical Activity Guidelines



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Sports and Exercise
- Health and Fitness
- Training
- General Health and Wellbeing

Possible pathways >

Year 10 Subjects

- Pre VCE PE
- Pre VCE HHD
- VET Sport, Aquatics and Recreation
- Advanced Fitness

VCE/VET Subjects

- VCE PE
- VCE Health and Human Development
- VET Sport, Aquatics and Recreation

Other Pathways

- PE Teacher
- Physiotherapist
- Nutrition
- Sports Coaching
- Nursing
- Health Promotion

Field and Ball Sports



What will I learn?

This elective provides students with an opportunity to explore a range of field and ball sports in great detail. Some of these sports may include: handball, soccer, Gaelic football, basketball, netball, AFL, ultimate frisbee and volleyball.

As a class, students and the teacher will decide on which particular sports are selected and explored, each sport for approximately three weeks in duration. Classes will involve both practical and theoretical elements which will focus on the following:

- Game preparation including warm ups and cool downs
- Games analysis
- Coaching including running drills and activities in the class
- Performance enhancement of each particular sport
- Fitness requirements to perform each sport
- Tactics and strategies implemented in each sport
- Skill transfer between similar field and ball sports



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Sports and Exercise
- Health and Fitness
- Training
- Games Analysis

Possible pathways >

Year 10 Subjects

- Pre VCE PE
- Pre Sport and Recreation
- Advanced Fitness

VCE/VET Subjects

- VCE PE
- VET Sport, Aquatics and Recreation

Other Pathways

- PE Teacher
- Sports Coaching
- Sports Science

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > Human Movement
- > Physical Education
- > Sport & Recreation

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?

PATHWAYS
GUIDE

- > Health Sciences
- > Human Movement
- > Physical Education
- > Sport & Recreation

Striking Sports



What will I learn?

This elective provides students with an opportunity to explore a range of striking sports in great detail. Some of these sports may include: table tennis, golf, rounders, softball, lacrosse, badminton and bat tennis. As a class, students and the teacher will decide on which particular sports are selected and explored, each sport for approximately three weeks in duration.

Classes will involve both practical and theoretical elements which will focus on the following:



**YEAR 9-12
STREAMS**

HEALTH & PE

**Suits students
interested in >**

- Sports and Exercise
- Health and Fitness
- Training
- Games Analysis

Possible pathways >

Year 10 Subjects

- Pre VCE PE
- Pre Sport and Recreation
- Advanced Fitness

VCE/VET Subjects

- VCE PE
- VET Sport, Aquatics and Recreation

Other Pathways

- PE Teacher
- Sports Coaching
- Sports Science

Outdoor Education



What will I learn?

In Year 9 Outdoor Education at St Helena, students study human relationships with the natural environment through a combination of both theory and practical activities. The subject requires students to participate in a range of outdoor experiences, all of which link to the environmental content studied in class.

These experiences are at the core of the subject and are a compulsory component. Some of the topics covered included sustainability, the unique Australian outdoor flora and fauna, human experiences with nature and role of risk, challenge and adventure in people's daily lives.



*Cost. Approximately \$250
(this covers incursions and excursions)*



**YEAR 9-12
STREAMS**

HEALTH & PE

**Suits students
interested in >**

- Exploring the local and regional outdoor environment
- Acquiring practical skills necessary for outdoor exploration
- Developing leadership and teamwork through group activities
- Gaining and improving independence through new experiences

Possible pathways >

Year 10 Subjects

- VCE Physical Education
- VCE Biology
- VCE Outdoor Education

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



HOME

[MIDDLE SCHOOL PATHWAYS](#)[YEAR 9 STUDIES](#)[SENIOR SCHOOL PATHWAYS](#)[YEAR 10 STUDIES](#)[VCE STUDIES](#)[VET STUDIES](#)[VCE VOCATIONAL MAJOR](#)[GLOSSARY](#)[COLLEGE CONTACTS](#)

Health & Physical Education



What will I learn?

Students engage in a variety of different sporting and recreational pastimes covering both team sports and individual pursuits. There is a theoretical component in which the anatomy of the human body is looked at, as well as covering areas such as tactics and strategies, fitness and student led programs.

In Health, students look at the manner in which substances such as drugs and alcohol impact on an individual's health. Classes will also look at mental health and strategies to develop resilience and positive emotions.

Students are required to wear the St Helena Physical Education uniform to all classes involving physical activity.



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Physical/mental health and wellbeing
- An active lifestyle
- Sports and fitness
- The human body

Possible pathways >

Year 10 Subjects

- Advance Fitness
- Pre VCE PE
- Pre VCE HHD
- Pre Sport and Recreation

VCE/VET Subjects

- VCE PE
- VCE HHD
- VCE Biology
- VET Sport, Aquatics and Recreation

Sports Academy



What will I learn?

Students will either engage in a yearlong tailored AFL or Basketball program. The program is tailored to athletes with an already fundamental ability and understanding of the sports and aims to push students into the elite space and ability of their sport. Students will be taken through weekly training focusing on enhancing their individual skills, leadership, communication, team tactics and strategies.

Students will also complete a Strength and Conditioning unit where students will be taken through a series of fitness plans targeting the needs for their sport. Students will learn how the underlying fitness components link to improving their sport.

This program will run instead of PE. Students are selected and accepted through an application process and a cost is associated in participating in this program.



Cost. Approximately \$1300



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Physical/mental health and wellbeing
- An active lifestyle
- Sports and fitness
- The human body

Possible pathways >

Year 10 Subjects

- Advance Fitness
- Pre VCE PE
- Pre VCE HHD
- Pre Sport and Recreation

VCE/VET Subjects

- VCE PE
- VCE HHD
- VCE Biology
- VET Sport, Aquatics and Recreation

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > Human Movement
- > Physical Education
- > Sport & Recreation

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?

PATHWAYS
GUIDE

- > Business/
Economics
- > Commerce/
Business/
- > Engineering
- > Environmental
Sciences
- > Humanities/Arts
- > Law/Legal
- > Media/Journalism

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Global Empires



What will I learn?

Have you ever heard of great emperors like Cleopatra and Marc Antony ruling over Egypt, Genghis Khan taking over most of Asia or Napoleon leading the French against other great European empires in the 18th and 19th centuries? In this subject, students will learn about some of the most influential empires that have existed in history. Students will discover how these great empires originated, how and why they took over vast lands, and what eventually lead to their downfalls.

As students develop their understanding of these great empires, they develop their historical skills to evaluate the reasons for their successes, threats, and failures. After learning about the Roman and Ottoman Empires, students are given an opportunity to investigate an empire of their choice. This research investigation will give students the opportunity to discover information on the powerful leaders and long-standing legacies of some of our history's greatest empires.



There may be costs associated with incursions/excursions related to the curriculum.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Researching and investigating historical societies
- Independent and inquiry-based learning
- Learning historical skills useful for University/Higher Education

Year 10 Subjects

- History-Politics

VCE/VET Subjects

- History
 - Global Empires
- History
 - Modern History

Entrepreneurship Skills: Marketing and eCommerce



What will I learn?

Have you ever wondered how your favourite brands seem to know exactly what you want - even before you do?

In Entrepreneurship Skills, students explore how marketing and online business shape the world around us. From the basics of branding and target audiences to the technology behind ecommerce platforms, students will investigate how businesses succeed in today's digital economy.

We'll learn how to develop powerful marketing strategies, design eye-catching campaigns, and understand what drives customers to click "buy now." Students will also unpack how online businesses are built - including the tools, platforms, and systems that keep ecommerce running smoothly.

Whether you're a future entrepreneur, a budding influencer, or just curious about how businesses make money and customers pay attention; this subject will give you the skills to think creatively, act strategically, and understand the economic world behind every brand you see.



No direct fees



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Entrepreneurship and business ownership
- Marketing, digital marketing, business management

Possible pathways > VCE/VET Subjects

- VCE Accounting
- VCE Business Management
- VCE Economics

Other pathways >

- Marketing Manager
- Business Owner
- Ecommerce Business
- Brand Partnerships
- Advertising

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?

PATHWAYS
GUIDE

- > Business/
Economics
- > Commerce/
Business/
- > Engineering
- > Environmental
Sciences
- > Humanities/Arts
- > Law/Legal
- > Media/Journalism

Monsters and Maniacs



What will I learn?

In this subject, students explore malicious people throughout history and the major atrocities associated with them or their regimes. Students will be encouraged to use and improve their analytical skills by researching major topics of interest and significance around monsters and maniacs from the ancient past to 20th Century dictators like Adolf Hitler. They are then able to apply this understanding to the present developments of groups such as Al-Qaeda and ISIS.

As students develop their investigative capacity, they will have the opportunity to research the concepts of power, myth and legacy, and evaluate the use of propaganda in our perceptions of different monsters and maniacs.

Through the development of self-generated research questions and the discovery and evaluation of engaging multi-media sources, students produce a detailed presentation detailing their investigation, discuss their findings and go head to head to show who truly is the most evil monster in history.



*There are no direct fees.
Holocaust Museum (gold coin
donations plus admin charges).*



YEAR 9-12
STREAMS

HUMANITIES

Suits students
interested in >

- Researching and investigating a specific field of interest
- Independent and self-directed learning
- Learning academic skills useful for University/Higher Education

Possible pathways >
VCE/VET Subjects

- VCE Extended Investigation (Unit 3 & 4 only) which can be taken in either Year 11 or Year 12.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?

PATHWAYS
GUIDE

- > Business/
Economics
- > Commerce/
Business/
- > Engineering
- > Environmental
Sciences
- > Humanities/Arts
- > Law/Legal
- > Media/Journalism

Humanities



What will I learn?

Year 9 students will build and develop on their knowledge and skills in the four areas covered by Humanities: History, Geography, Civics and Citizenship and Economics and Business. Students undertake studies that place Australia as a central focus.

In History students look at the movement of people and colonisation of Australia and end with a detailed study of World War I and the Gallipoli Campaign.

Students move from the study of physical geography in Years 7 and 8 to studying human geography and undertake inquiry based research into the global issue of food security.

In Business and Economics, students learn about competitive advantage in the global market with a focus on Australian business.

In Civics students investigate the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, and at the key principles of Australia's justice system.

Students in Humanities are required to build on their research and analytical skills to critically evaluate sources of evidence to draw their own conclusions about the issues being studied.



There may be costs associated with incursions/excursions related to the curriculum.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Research
- Problem solving
- Understanding the world around them
- Group and collaborative work
- Critical thinking and creativity

Possible pathways >

Year 10 Subjects

- History-Politics
- Economics-
Geography

VCE/VET Subjects

- VCE Geography
- VCE Legal Studies
- VCE Economics
- VCE Business
Management
- VET/tertiary
studies

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> Languages?

PATHWAYS
GUIDE

> Travel/Tourism

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Italian – Travel and Culture



What will I learn?

This Year 9 elective is a semester course. Students look at Italy as destination for world travelers and its most important heritage sites. This includes preparing itineraries, researching UNESCO sites and developing grammar structures built around the theme of Travel.

Students discover the various dialects represented in each region. They write a film review based on 'Benvenuti al Sud' – a story that explores how difference, comedy and tradition helps shape the Italy we all love today. They discover an Italy unknown, exploring areas of Italy that have recently come to surface. Where possible, incursions and excursions will be offered.

Assessment tasks are designed to enable formative ongoing feedback to students to encourage communication using a variety of resources which includes oral, visual and ICT means.



*Contribution: \$30 -
Planned excursions
(e.g. CoAsIt exploration of Little Italy)
with associated costs involved*



YEAR 9-12 STREAMS

LOTE

Suits students interested in >

- Developing their Italian language skills
- Independent and self-directed learning
- Participating in the Italy Study Tour

Possible pathways >

Year 10 Subjects

- Year 10 Italian

VCE/VET Subjects

- VCE Italian

Rogues and Radicals of the Renaissance



What will I learn?

Why was art from this period of history so valuable, that Napoleon and the Nazis tried to steal it? Who was the Mona Lisa and why was she smiling like that? Why did Leonardo da Vinci write backwards? The answers to these questions and more will be explored in this subject.

This elective has been designed to embrace both language and culture through art and the stories behind some of the most famous artists in the world. There will be a practical art component in this course as well as an excursion to the NGV.



*There are no direct fees.
Excursion to NGV may
have associated costs.*



YEAR 9-12 STREAMS

LOTE

Suits students interested in >

- Have an appreciation of Italian art, history and culture
- Extending their capability to communicate in Italian and build literacy skills
- Developing understanding of how culture shapes worldviews and extends learners understanding of themselves, their own culture and identity

Possible pathways >

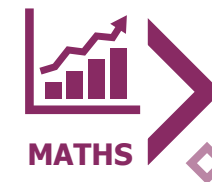
Year 10 Subjects

- Year 10 Italian

VCE/VET Subjects

- VCE Italian

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Business Studies?
- > Economics?
- > Maths?

PATHWAYS
GUIDE

- > Aviation
- > Biological Science
- > Engineering/
Physical Science
- > Medical Profession
- > Statistics/Actuary

Mathematics



What will I learn?

To develop proficiency in understanding, fluency, problem solving and reasoning skills, students learn:

Number & Algebra

Graphs of linear and quadratic equations, simplify algebraic expressions, calculate simple interest, use scientific notation and apply the index laws.

Measurement & Geometry

Model practical situations in area and volumes of prisms and cylinders, solve problems involving right angle trigonometry and Pythagoras Theorem.

Statistics & Probability

Summarise and display data, draw tree diagrams and calculate probabilities of events with or without replacement.



There may be costs associated with incursions/excursion related to the curriculum.



While students will have the opportunity to select their preferred Maths course at year 10 and above, placement will be based on their Year 9 Semester 1 results, Career Action Plan and teacher recommendations. This rigorous process is designed to support students in selecting the pathway that will give them the most success at Year 10 and VCE Maths.



YEAR 9-12 STREAMS

MATHEMATICS

Suits students interested in >

- Numbers and patterns
- Problem solving
- Investigating maths
- Using ICT

Possible pathways >

Year 10 Subjects

- 10 Foundation Maths
- General Maths
- Pre-methods
- 10 Mathematics (Advanced)

VCE/VET Subjects

- VCE Foundation Maths
- VCE General Maths
- VCE Maths Methods
- VCE Specialist Maths

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Science



What will I learn?

Students undertake curriculum to develop knowledge and inquiry skills in the biological, chemical, physical and earth and space sciences.

They will be required design and critically evaluate practical investigations as well as work individually and as a member of a team on problem-solving and other inquiry activities.

Students continue to develop their analytical and data analysis skills and work on being able to apply content studied to familiar and unfamiliar situations.



There may be costs associated with incursions/excursions related to the curriculum or where students create things to take home.



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Problem solving
- Understanding the world around them
- Hands-on practical learning
- Group and collaborative work
- Design/creativity

Possible pathways >

Year 10 Subjects

- Science Core
- Science Advanced

VCE/VET Subjects

- VCE Environmental Science
- VCE Biology
- VCE Chemistry
- VCE Physics
- VCE Psychology
- VET/tertiary studies

Animal Science



What will I learn?

You will undertake studies of animals in the context of:

- classification
- anatomy
- behaviour
- animal husbandry
- ethics and animals for entertainment
- conservation and the environment
- veterinary clinical skills
- science of animal welfare

Students will complete a range of individual and group-based tasks involving the use of prepared specimens for anatomy studies as well as interacting with the animals housed at school.



Approximately \$50 to \$60 for excursions



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Veterinary science
- Medicine/ biomedical science
- Biology
- Animal welfare
- Animal breeding and domestication
- Human impact on animals and their environment

Possible pathways >

Year 10 Subjects

- Science Core
- Science Advanced

VCE/VET Subjects

- VCE Environmental Science
- VCE Biology

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Environmental Science?
- > Physics?

PATHWAYS GUIDE

- > Animals/Veterinary
- > Aviation
- > Behavioural Science
- > Biological Science
- > Education and Social Work
- > Engineering
- > Environmental Science
- > Health Science
- > Medical Profession
- > Physical Science

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Environmental Science?
- > Physics?

 **PATHWAYS
GUIDE**

- > Animals/Veterinary
- > Aviation
- > Behavioural Science
- > Biological Science
- > Education and Social Work
- > Engineering
- > Environmental Science
- > Health Science
- > Medical Profession
- > Physical Science

Pre-VCE Science Skills



What will I learn?

Pre-VCE Science Skills is an inquiry, hands-on learning approach using student input to the curriculum design.

This elective is designed for students who are considering taking a VCE science subject in their senior years of school.

This course seeks to give students a head start on developing the practical, analysis and reporting skills that they will need for success in future science studies.

Students will develop these skills by designing and conducting a range of experiments.



No direct fees



**YEAR 9-12
STREAMS**

SCIENCE

**Suits students
interested in >**

- Problem solving
- Practical/
hands-on learning
- Working in teams
- Science/chemistry

Possible pathways >

Year 10 Subjects

- Science *Core*
- Science *Advanced*

VCE/VET Subjects

- VCE Chemistry
- VCE Biology
- VCE Physics
- VCE Environmental
Studies

Other pathways >

- Analytical Science

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies

INFORMATION TECHNOLOGY



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> Computing?

PATHWAYS
GUIDE

> Computing/ICT
> Information
Systems

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Digital Game Design



What will I learn?

Ever wanted to design and develop your own game? Well now you can in Digital Game Design!

Taught by enthusiastic teachers you will get the chance to work with a range of game engines. This allows beginners to learn and understand how 'coding' works and how it effects game development.

From there you will get to develop and learn how to create Pixel Art for a game of your own choice! Throughout the semester you will also get the chance to learn about the Gaming Industry and its history as well time to enjoy student made games!



Subject contribution \$40



YEAR 9-12
STREAMS

TECHNOLOGY

**Suits students
interested in >**

- Designing and developing applications
- Programming/coding
- Developing digital games (not playing them!)
- Gaming industry

Possible pathways >

Year 10 Subjects

- Game Programming Foundations

**VCE/VET
Subjects**

- VCE Computing
- VET Information Technology

Virtual Reality Design



What will I learn?

Dive into the fascinating world of Virtual Reality Design on the other side of the headset! This subject is specifically designed for Year 9 students who are intrigued by the endless possibilities of creating immersive and interactive experiences in the virtual realm. Through this course, you will embark on a journey that combines creativity, technology, and problem-solving skills.

You will use design software specific to Virtual Reality as well as other programs that have cross-curricular benefits for Years 10-12, such as the Adobe suite.

This subject offers a gateway to various subject-selection pathways, allowing you to explore and pursue your interests in art, design, STEM, and computing. So, take the first step towards an exciting future and embrace the immersive world of Virtual Reality Design!

Get ready to transport yourself into the exciting field of Virtual Reality and unleash your imagination as you design captivating virtual environments and bring them to life!



YEAR 9-12
STREAMS

TECHNOLOGY

**Suits students
interested in >**

- Technology
- Creativity and computer graphics
- Engineering
- Computing
- Interactive storytelling

Possible pathways >

Year 10 Subjects

- Art & Design
- Media
- Computer Science, Robotics, Software Engineering, Programming
- Game Design
- STEM

VCE/VET Subjects

- VCE Information Technology
- VET Information Technology
- VCE Environmental Science
- VCE Systems Engineering
- VCE Visual Communication and Design



YEAR 9 Studies



DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?

PATHWAYS GUIDE

- > Fashion/Textiles
- > Health Sciences
- > Hospitality/Food
- > Metal Trades
- > Travel/Tourism
- > Wood Trades

Food Technology



What will I learn?

Throughout the semester, students develop their knowledge and understanding of the factors that influence food selection while preparing delicious food. Through investigation, the use of design briefs and practical classes students learn skills central to the safe handling and production of food.

Students will explore a host of ingredients, dishes and cooking methods from around the world as well as the art of baking using various production and decorating techniques. Students are encouraged to develop their own creative design options and will enjoy taking their delicious products home for the family to enjoy.



Subject contribution \$100



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Food
- Cooking and baking
- Decorating
- Hospitality
- Catering

Possible pathways >

Year 10 Subjects

- Advanced Food Technology

VCE/VET Subjects

- VCE Food Studies
- VET Cookery

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Textiles



What will I learn?

This semester-based elective introduces students to Textiles and provides them with some of the tools (skills, techniques and processes) used to create garments and accessories.

The focus of the Unit will be skill development, where students will be introduced to product/fashion design, machinery, correct terminology, how to read and use a commercial pattern and basic fashion illustration.

Students will maintain a design folio which will record their progress throughout the design process.

The major production task will be pyjama pants.



Subject contribution \$60



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Fashion Design and Textiles
- Fabric identification
- Independent and self-directed learning
- Developing practical skills and techniques in a range of materials and mediums

Possible pathways >

Year 10 Subjects

- Textiles

VCE/VET Subjects

- VCE Product Design – Textiles

Product Design: Wood, Metal and Plastics



What will I learn?

A hands-on intro to product design, materials, and making.

This subject is a great starting point for students who enjoy building, creating and solving problems. It introduces the key skills and knowledge needed for Product Design in Year 10 and beyond.

Key Skills:

- Explore how to design and make useful and creative products
- Learn to safely use tools and equipment in the workshop
- Try out different materials – wood, metal, and plastics
- Use basic digital technologies like 3D printing and laser cutting
- Build small prototypes and then create your own final functional product using materials you choose

Key Knowledge:

- The steps of the design process
- Safe and sustainable workshop practices
- How to test and improve your ideas
- Why ethical and sustainable design matters

This course prepares you for Year 10 Product Design, where you'll take your skills further with more complex tools, software, and projects.



Subject contribution \$60



YEAR 9-12 STREAMS

TECHNOLOGY

Career Pathways After School >

Design & Creative Industries

- Industrial Designer
- Product Designer
- Furniture Designer
- CAD Technician or 3D Modeller

Trades & Manufacturing

- Cabinet Maker or Furniture Maker
- CNC Machine Operator
- Carpenter or Joiner

Engineering & Technical

- Design Engineer
- Draftsperson
- Engineering
- Building Designer

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Health Sciences
- > Hospitality/Food
- > Metal Trades
- > Travel/Tourism
- > Wood Trades

YEAR 9 Studies



DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?

PATHWAYS GUIDE

- > Fashion/Textiles
- > Health Sciences
- > Hospitality/Food
- > Metal Trades
- > Travel/Tourism
- > Wood Trades

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Systems and 3D Printing



What will I learn?

A microcontroller is often described as a *computer on a chip*. It is an integrated circuit that contains memory, processing units and input/output circuiting in a single unit.

The Arduino system is an easy-to-program microcontroller system that uses a simple Basic language that students can learn very quickly. It exploits the unique characteristics of the new generation of low flash' memory.

Students will have plenty of hands on experience and will produce and program their own electronic microcontroller circuits.

This course is open ended and students will be challenged to produce circuits in line with their creativity and imagination.



Subject contribution \$60.



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Programming
- Electronics
- Designing and building gadgets
- Electrical engineering
- Practical learning

Possible pathways >

Year 10 Subjects

- Microbot Programming
- Robotics Systems

VCE/VET Subjects

- VCE Systems Engineering
- VET Engineering (offered externally)

Automotive



What will I learn?

This elective provides a great experience for students who are interested in exploring multiple systems that make cars operate.

It will involve diagnosis and testing and a more complex understanding of the four-stroke cycle.

Students have the opportunity to develop skills in various welding methods and minor fabrication involving steel and will work their way through major sub-systems within the automotive field. They will dismantle engines and reassemble them to working order.

Students gain key knowledge through an investigation into alternative fuels.



A workbook is required



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Cars
- How cars work
- General maintenance of cars
- Diagnosing and testing for faults in cars
- Fabrication
- Engines and how they work

Possible pathways >

Year 10 Subjects

- Advanced Automotive

VCE/VET Subjects

- VCE Systems Engineering
- VET Automotive
- VET Engineering (offered externally)

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Textiles and Design?

PATHWAYS
GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts

Animation



What will I learn?

In this subject, students will explore the world of animation and storytelling. They will learn to create engaging narratives and write stories that capture the attention of an audience. Students will use a range of animation techniques, including both physical and digital methods, so a laptop is essential. They will investigate how filmmakers and animators use visual storytelling and cinematic techniques to connect with viewers. Students will also explore the rich history of animation, from its early beginnings to the popular animations of today. This subject provides a strong foundation for Year 10 Media.



No direct fees



**YEAR 9-12
STREAMS**

VISUAL ARTS

**Suits students
interested in >**

- Drawing and creating animations using their laptops
- Learning new design and animation software
- Gaming Design and 3D animation techniques
- Creating 2D and 3D animations with sound and special effects

**Possible pathways >
VCE/VET Subjects**

- Year 10 Media
- Year 10 Photography
- VCE Media
- VCE English

Sculpture and Ceramics



What will I learn?

In this subject, students will explore the world of 3D art. They will learn to create a range of three-dimensional artworks using clay and a variety of other materials. They will also investigate how other artists create their work, using this as inspiration for their own creations. Students will build confidence in a range of 3D construction techniques. This subject provides a strong foundation for Year 10 Art.



Subject contribution \$40



**YEAR 9-12
STREAMS**

VISUAL ARTS

**Suits students
interested in >**

- Researching and investigating artists
- Exploring and working with clay and sculpture techniques
- 3D art

**Possible pathways >
VCE/VET Subjects**

- Year 10 Art
- Year 10 Photography
- VCE: Art Creative Practice

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?

 **PATHWAYS
GUIDE**

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts

Dance



What will I learn?

With a strong focus on Commercial, Jazz and Contemporary Dance, this elective offers you the chance to really develop your technical and choreographic skills or satisfy an interest you may have.

With plenty of performance and workshop opportunities and the chance to gain nationally recognised certificates. Year 9 Dance will challenge, excite and reward!



Dance wear



**YEAR 9-12
STREAMS**

**PERFORMING
ARTS**

**Suits students
interested in >**

- Choreographers
- Musical theatre
- Theatre makers

**Possible pathways >
Year 10 Subjects**

- Year 10 Cert II
VET Dance

VCE/VET Subjects

- VCE Dance
- VET Dance

Drama



What will I learn?

Drama develops artistic skills and creative and critical thinking. In Drama, you have the opportunity to create and develop engaging characters and collaborate with others in group work to create a range of different types of theatrical performances.

Learn the skills of being a confident Performer, or if you prefer a 'behind the scene role' for example, a director, set designer or lighting designer. There are many opportunities to have a creative influence and be innovative in contributing to building a successful production.

A highlight is attending excursions to see new shows and participating in a range of workshops.



**YEAR 9-12
STREAMS**

**PERFORMING
ARTS**

**Suits students
interested in >**

- Drama
- Dance
- Music
- Set Design
- Lighting & Sound Design
- Hair & Make-up Design
- Costume design
- Directing
- Publicity and Marketing

**Possible pathways >
VCE/VET Subjects**

- VCE Theatre
- VCE Drama
- VET / TAFE courses in design areas

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?

PATHWAYS
GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts

Architecture (VCD)



What will I learn?

In this subject, students will explore architectural design by imagining and planning their own grand design home. They will begin by drawing their ideas and then bring them to life through hand-built 3D models. Students will also use Google SketchUp on their laptops to create detailed, interactive digital models that can be rotated and viewed from all angles. This subject develops skills in both manual and digital design, encouraging creativity and problem-solving through real-world applications. This subject provides a strong foundation for Year 10 Visual Communication Design (VCD).



Subject contribution \$30



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Hand drawing two-point perspective House Designs
- Researching and Investigating Architectural Styles and historical periods
- Interior Design
- 3D modelling
- Using digital programs for design: Sketch Up

Possible pathways > VCE/VET Subjects

- Year 10: Visual Communication and Design (VCD)
- VCE: Visual Communication and Design

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9 Studies



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Graphic Design (VCD)



What will I learn?

In this subject, students will explore the world of graphic design, developing both manual and digital drawing skills to create their own branding campaigns.

They will experiment with a range of drawing methods, including the use of Adobe Illustrator, to refine their design abilities. Students will explore topics such as logo development, poster and album cover design, and branding for new stores—including merchandising and web design.

They will build a strong understanding of the design process and develop skills that are valuable in any folio-based subject. This subject provides a strong foundation for Year 10 Visual Communication Design (VCD).



Subject contribution \$20



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Drawing and designing manually and digitally
- Using Digital Adobe Programs including Illustrator and Photoshop
- Creating logos, poster and album designs, and web designs

Possible pathways > VCE/VET Subjects

- Year 10: Visual Communication and Design (VCD)
- VCE: Visual Communication and Design (VCD)

Music Performance



What will I learn?

Do you play a musical instrument or sing? Do you love to perform and create music? Do you want to learn skills and techniques to help you be a better musician?

In Music Performance, students practice and rehearse music for solo or group performance, focussing on developing individual skills and confidence, while interacting with other musicians.

Theory and aural components enhance their performance level and develop their musical knowledge. Students analyse, create and perform music from a range of music genres throughout the semester.

Music Performance is a practical course designed for student musicians – students must be able to play a musical instrument or sing. This includes instruments taught in private lessons and those taught in Year 7 & 8 Music.



Subject contribution \$60



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Listening to, discussing, researching, and creating Music
- Solo or group performances built from collaborating with other students
- A practical approach to learning through working with instruments

Possible pathways > Year 10 Subjects

- Music Performance
- Entertainment Technology

VCE/VET Subjects

- VCE Music
- VCE Music Performance

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?

PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts

YEAR 9 Studies



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Entertainment Technology



What will I learn?

Are you more TEC behind the scenes than front and centre? Ever wanted to be able to set up and use a range of technology to entertain either live or online? In Entertainment Tech you will learn how to create your own digital music and video content, how to use video editing software, and the manipulation of sound in Entertainment. You will also learn how the Music Industry works and how to use a range of different IT software programs and DAWs (Digital Audio Workspaces) so you can learn the ins and outs of the entertainment industry.

Students will have the chance to record, light and create content for a range of live and online formats including productions, video games, movies and TV shows. It is not necessary for students to be able to play a musical instrument in this subject to get involved.



Subject contribution \$50



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Listening to, discussing, researching, and creating Music
- Using computer programs to work collaboratively with other students
- Learning about the development of the Music Industry

Possible pathways >

Year 10 Subjects

- Entertainment Technology

VCE/VET Subjects

- VCE Music

Drawing and Painting



What will I learn?

In this subject, students will create a range of two-dimensional artworks using a variety of materials, including grey lead pencil, coloured pencil, charcoal, oil pastel, ink and brush, watercolour, and acrylic paint. They will investigate how artists develop their work and use these insights to inspire their own creations. Students will build confidence in their artistic abilities while developing a folio of expressive and dynamic artworks. This subject provides a strong foundation for Year 10 Art.



Subject contribution \$45



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Drawing
- Painting
- 2D Art
- Learning about Artists
- Creating and Exhibiting artwork

Possible pathways >

Year 10 Subjects

- Art
- Cert II in 3D Animation Foundations
- Photography
- Year 10 Visual Communication and Design (VCD)

VCE/VET Subjects

- Year 10 Art
- Year 10 Photography
- VCE: Art Creative Practice

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts



YEAR 9 Studies



HOME

[MIDDLE SCHOOL PATHWAYS](#)[YEAR 9 STUDIES](#)[SENIOR SCHOOL PATHWAYS](#)[YEAR 10 STUDIES](#)[VCE STUDIES](#)[VET STUDIES](#)[VCE VOCATIONAL MAJOR](#)[GLOSSARY](#)[COLLEGE CONTACTS](#)

Digital Photography



What will I learn?

In this subject, students will be introduced to the DSLR camera and learn how to use Photoshop to manipulate their images. They will complete a range of practical tasks alongside theory exercises that focus on the analysis and interpretation of photographic artworks.

Students will explore the elements and principles of art, photographic composition, and learn how to identify and apply these concepts in photographic contexts. They will also investigate the art movement of Surrealism and use their understanding to create original photographic artworks inspired by its themes and techniques. This subject provides a strong foundation for Year 10 Photography.



Subject contribution \$50



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Taking Photographs
- Photo Editing using software
- Digital Photography
- Photoshop Editing
- Presenting/Exhibiting Artworks

Possible pathways >

Year 10 Subjects

- Year 10 Art
- Year 10 Photography

VCE/VET Subjects

- VCE Art Creative Practice

Film Studies



What will I learn?

In this subject, you'll dive deep into the world of filmmaking, exploring a range of genres, styles, and cinematic techniques. You'll gain valuable insights into how media creators capture audiences' attention and communicate powerful messages through film. When it's time to apply what you've learned, you'll roll up your sleeves to plan, script, shoot, and edit your very own video project. This subject provides a strong foundation for Year 10 Media.



Subject contribution \$30



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Understanding how films are made
- Learning technical skills in camera work and editing
- Improving analytical thinking and writing skills

Possible pathways >

Year 10 Subjects

- Year 10 Media
- Year 10 Photography
- VCE: Media
- VCE: English

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts



Senior School Pathways

Choosing your subjects



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



SENIOR SCHOOL

PATHWAYS OF POSSIBILITIES

SENIOR SCHOOL PATHWAYS

SUBJECT SELECTION ADVICE

PATHWAYS BEYOND SCHOOL

SENIOR SCHOOL COURSE PLANNING

YEAR 10 COURSE PLANNING

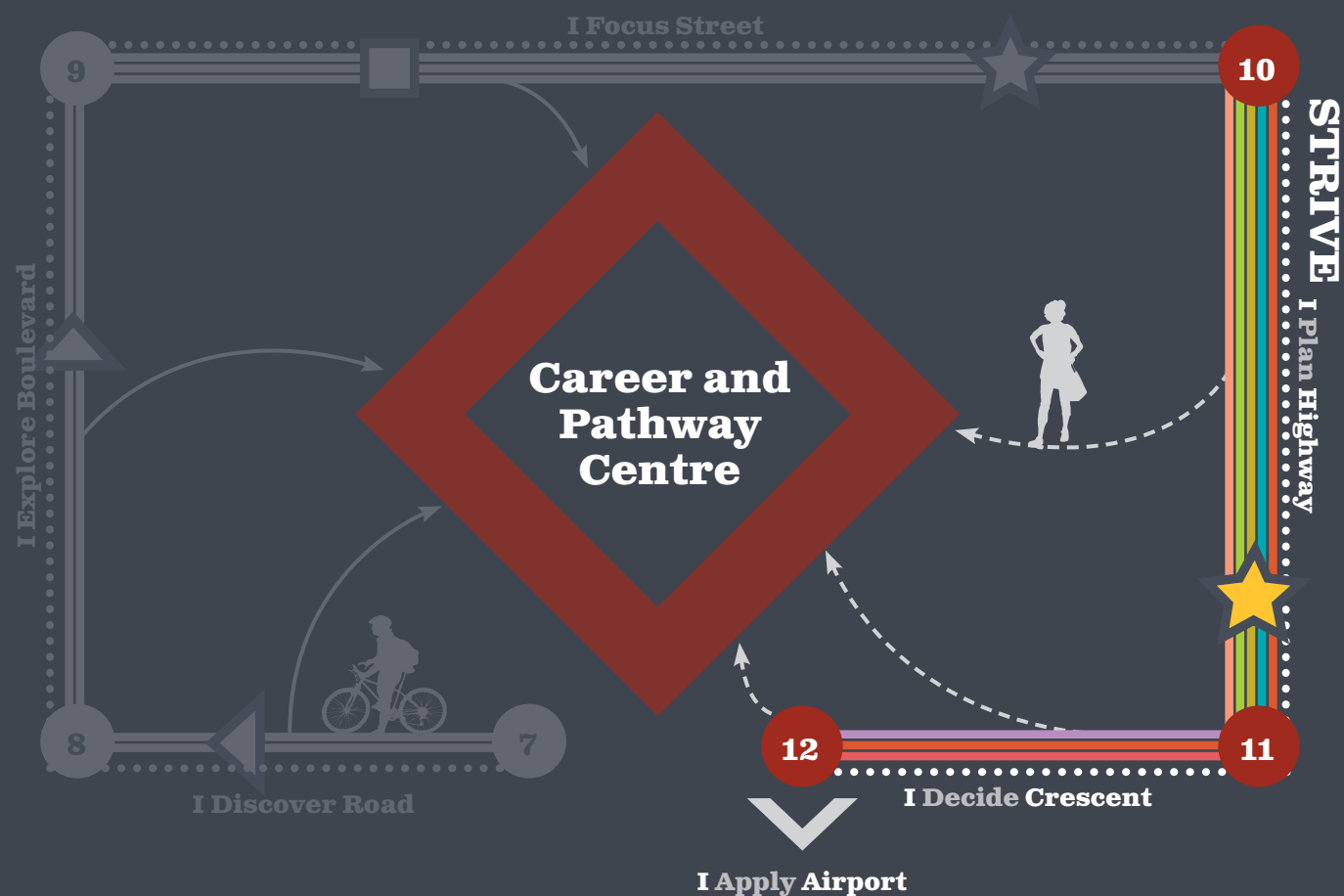
YEAR 11 COURSE PLANNING

YEAR 12 COURSE PLANNING

BULLSEYE CAREER INFORMATION



Pathways of possibilities



KEY

	Core Subjects		VCE VM
	Accelerated – ACE		VET
	Electives		VCE
	Advanced Streams		Student Year Level
	STRIVE		

Academic Learning Plan Assessment Points

Personal Development

Showcase

Street names = Career Curriculum Framework

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Senior School Pathways



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

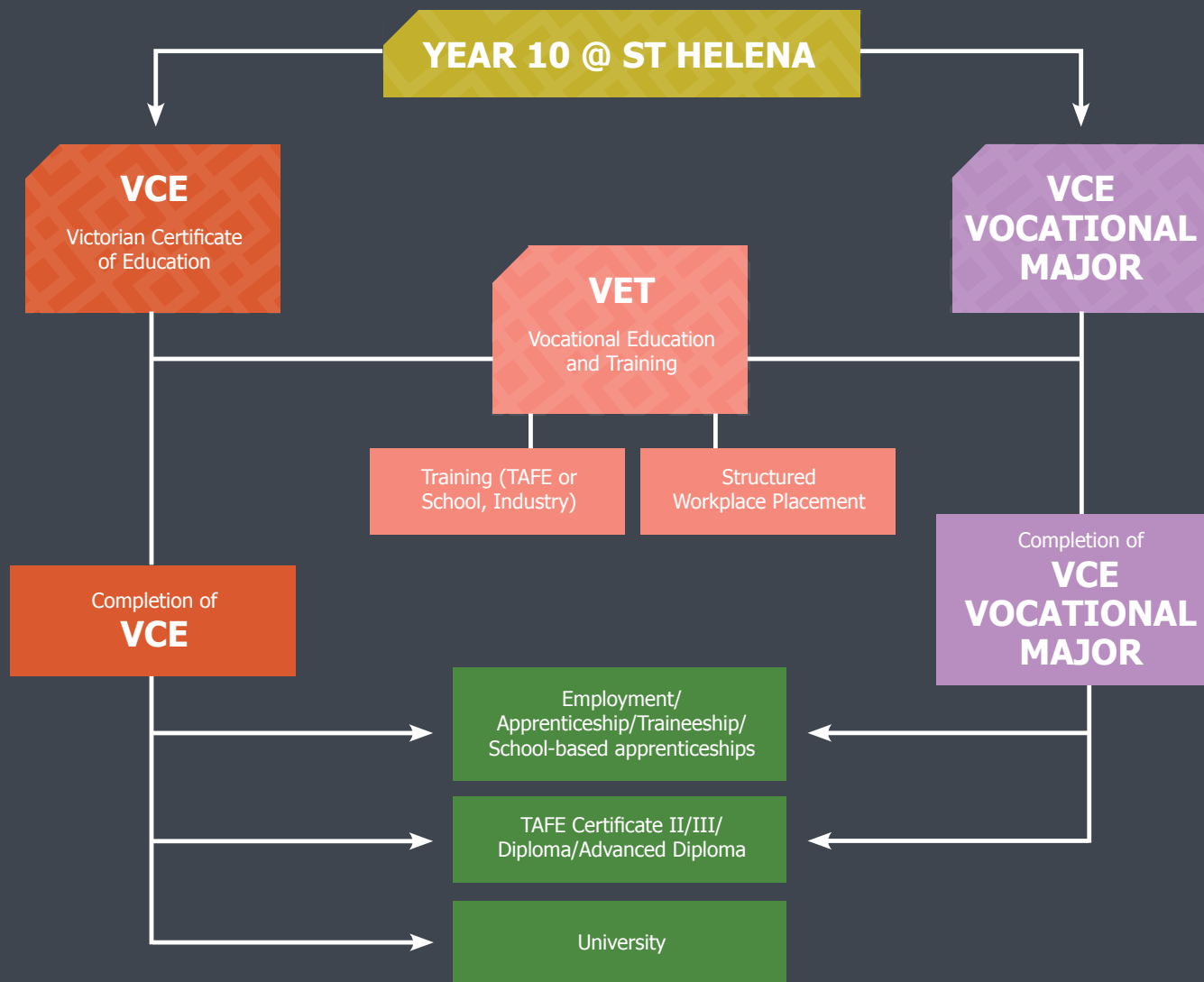
VCE STUDIES

VET STUDIES

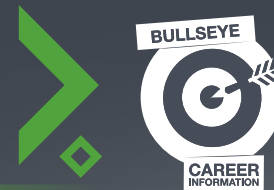
VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



Subject selection advice



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

The Senior Program

You should discuss your subject selection with a wide range of interested people – your parents, subject teachers, form teacher, careers teacher and mini-school leaders. It is critical that students ensure subject selections are made in PREFERENCE ORDER at all times (i.e. the subject you most want to study is selected first and so on). This is important if a student is not able to get their desired course.

A substantial section of this handbook includes information on VCE Courses.

This is provided as a starting point for you to use together with further information about your future options. You should read this section very carefully.

Student course selections for students going into Year 10 and 11 will not be complete until an interview has taken place.

All Year 9 students will have the option to be interviewed regarding their desired pathway in Year 10. For many students this will involve studying a VCE or VET subject early. These students will be required to demonstrate that they meet the specific criteria outlined in the Early Start program information.

At Year 10 all students will be interviewed regarding their desired pathway in VCE/VCE VM/VET.

For some students there may be a second interview where:

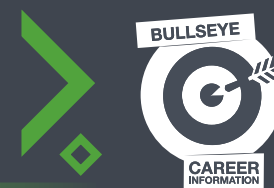
- subjects selected (including reserves) will not run due to insufficient demand
- subjects chosen (including reserves) clash on the timetable
- subjects chosen are not those required for the students career aspiration
- if the student is deemed at risk.

For students who have satisfactorily completed all of the Coursework in at least 12 Year 10 Units (6 each semester) and achieved satisfactory grade and profile results, a final course offer will be made towards the end of November when comprehensive assessments of their Year 10/11 studies have been made.

Subject contributions add to the overall educational experience for the student. Providing quality materials and consumables.



Subject selection advice



YEAR 9-12
STREAMS

PATHWAYS
GUIDE

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Before you make your selection, have you...

• Considered your interests and abilities?

It is important that you choose studies which interest you and in which you can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence in themselves and find themselves struggling in other studies as well. Don't choose subjects on the basis of what your friends are choosing.

• Researched possible career intentions?

Got a good idea of your Career Pathway? Then choose subjects that are necessary to gain entry to the appropriate courses (e.g. Maths Methods for Engineering).

• Considered future options?

You should endeavour to keep your career and further study options as open as possible. Consider two or three possible VCE Courses rather than just one.

• Researched prerequisite subjects for tertiary courses?

Many courses at universities and some TAFE courses have prerequisite studies. These are specifically referred to in your VCE Courses in this handbook.

It is up to you to research prerequisites for courses you are interested in. Prerequisites are compulsory to gain entry into those courses.

The VICTER guide is a tertiary planner listing all the required prerequisites for University courses.

www.vtac.edu.au/publications.html

• Achieved a balance?

It is important to maintain a balance between your career interests and the value of education in its own right. Students should attempt to balance their emotional, intellectual, physical and artistic needs when choosing their subjects.

• Utilised resources available?

• VTAC – the Victorian Tertiary Admissions Centre website

A course search will also reveal:

- any required prerequisites
- the study scores
- any other formal requirements: e.g. interviews, personal statements, information kits, supplementary forms, auditions, folios etc.

www.vtac.edu.au

- All students will receive a VTAC *The Year 10 Guide*, in late July. This replaces the advice and policy information previously found in *Choice* and *VICTER*.

- The College Pathways Centre and the careers teacher are the most important resources available to students and can provide more detailed information including:

- TAFE and University Handbooks
- *Where to Now?* Guide to VCE/ VCE Vocational Major

- VTAC 2026

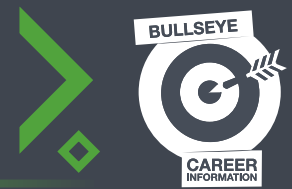
vtac.edu.au/files/pdf/publications/prerequisites-for-2026-v2c.pdf

- www.myfuture.edu.au
Career planning reference

- www.youthcentral.vic.gov.au
Support information on job seeking, applications, legal rights and tertiary courses, plus more.



Pathways beyond school



 YEAR 9-12
STREAMS

 PATHWAYS
GUIDE

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

TAFE and Higher Education

TAFE Courses – Vocational Education

TAFE courses train students for a particular occupation. It is also worth remembering that many TAFE courses can qualify them for entry into degree courses at universities, with credits for their TAFE studies. This is called articulation.

- **Certificate Courses** are skills based and prepare students for working in specific areas. These courses generally require satisfactory completion of Year 10.
 - Certificate II Courses, which give students a pre-apprenticeship qualification, can be completed as part of a student's VCE studies at St Helena Secondary College.
 - Certificate III Courses are apprenticeships.
 - Certificate IV Courses prepare students for supervisory positions, for running a small business, for working closely with experienced professionals, or for operating at a high level in a technical capacity. These courses are usually completed in one Year full time study, following the satisfactory completion of the VCE.

- **Diploma and Advanced Diploma courses** prepare students for supervisory and middle management positions, or for operating at a high level of expertise within a particular skill area; e.g. Drafting, Office Administration. These courses generally require the completion of the VCE and are usually completed in two Years of full time study.

Apprenticeships & Traineeships

Apprenticeships combine on-the-job training with TAFE studies. Qualification is generally VET Certificate III level.

- **Apprenticeships and Traineeships** are a way to learn a vocation and to be paid while you learn.

Apprentices need to find an employer to sponsor them for the duration of their apprenticeship training, which usually lasts between three and four Years. Most employers would prefer their apprentices to have satisfactorily completed Year 11 and, in some cases, Year 12.
- **School based Apprenticeships**

Students can start their apprenticeships as a school based apprenticeship or Traineeship as part of VCE Vocational Major.

University Courses – Higher Education

Universities provide a wide range of courses post Year 12 called undergraduate courses. Universities also have a wide range of post graduate courses.

Some of the qualifications provided by universities include:

- **Bachelor Degrees**

Usually take three or four years to complete. They can train people for a wide range of vocations. Other post graduate qualifications may be required in order to work in a particular field.
- **Combined Degrees**

Students can simultaneously study for two or more Degrees, usually taking five Years and often being of a complementary nature e.g. Science/Engineering.



Senior School Course planning



**YEAR 9-12
STREAMS**

**PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

	YEAR 10 2026	YEAR 11 2027	YEAR 12 2028
STANDARD PROGRAM	- English <i>Core</i> or English <i>Advanced</i> 10 Foundation Maths, General Maths, Pre-Methods or 10 Mathematics (<i>Advanced</i>) - Science <i>Core</i> or Science <i>Advanced</i> - Humanities <i>Core</i> or Humanities <i>Advanced</i> - Four elective subjects	6 VCE / VET subjects Units 1 & 2	5 VCE / VET subjects Units 3 & 4
EARLY START	- English <i>Core</i> or English <i>Advanced</i> 10 Foundation Maths, General Maths, Pre-Methods or 10 Mathematics (<i>Advanced</i>) - Science <i>Core</i> or Science <i>Advanced</i> - Humanities <i>Core</i> or Humanities <i>Advanced</i> - Two elective subjects 1 VCE / VET Units 1 & 2	5 VCE / VET subjects Units 1 & 2 1 VCE / VET Units 3 & 4	5 VCE / VET subjects Units 3 & 4 <i>Allows students to pick up an additional Unit 3 & 4 subject at Year 12. Students complete a VCE / VET subject a year early. Possibility of studying a HEVS (Higher Education in VCE / University Subject).</i>
SPECIALIST CHOICE	- English <i>Core</i> or English <i>Advanced</i> 10 Foundation Maths, General Maths, Pre-Methods or 10 Mathematics (<i>Advanced</i>) - Science <i>Core</i> or Science <i>Advanced</i> - Humanities <i>Core</i> or Humanities <i>Advanced</i> - No elective subjects 2 VCE / VET Units 1 & 2	4 VCE / VET subjects Units 1 & 2 2 VCE / VET subjects Units 3 & 4	4 VCE subjects Units 3 & 4 <i>Pick up another Unit 3 & 4 unless granted an exemption. Possibility of studying a HEVS (Higher Education in VCE / University Subject).</i>
SPECIFIC REQUIREMENT*	- English 10 Foundation Maths, General Maths, Pre-Methods or 10 Mathematics (<i>Advanced</i>)	6 VCE / VET subjects Units 1 & 2	5 VCE / VET subjects Units 3 & 4
ACE	- English <i>Core</i> or English <i>Advanced</i> 10 Mathematics (<i>Advanced</i>) - Science <i>Core</i> or Science <i>Advanced</i> - Humanities <i>Core</i> or Humanities <i>Advanced</i> 1 VCE / VET Units 1 & 2 2 elective subjects Or 2 VCE / VET Units 1 & 2	5 VCE / VET subjects Units 1 & 2 1 VCE / VET Units 3 & 4 Or 4 VCE / VET subjects Units 1 & 2 2 VCE / VET Units 3 & 4	5 VCE / VET subjects Units 3 & 4 <i>Allows students to pick up an additional Unit 3 & 4 subject at Year 12.</i> Or 4 VCE subjects Units 3 & 4 <i>Pick up another Unit 3 & 4 if under 35 study score in Year 11 Units 3 & 4 subject. Possibility of studying a HEVS (Higher Education in VCE / University Subject).</i>
VCE VOCATIONAL MAJOR	Successful completion of any Year 10 program	5 subject option - VCE VM Literacy Unit 1&2 or VCE English Units 1&2 - VCE VM Numeracy Unit 1&2, VCE Foundation Maths Unit 1&2 or VCE General Maths Unit 1&2 - VCE VM Work Related Skills (WRS) Units 1&2 - VCE VM Personal Development skills (PDS) Units 1&2 - VET Units 1&2 - Structured Work Placement (1 day) - School Based Apprenticeship (optional) 6 subject option - Pick up an extra VCE unit 1&2 subject	5 subject option - VCE VM Literacy Units 3&4 or VCE English Units 3&4 - VCE VM Numeracy Unit 3&4, VCE Foundation Maths Unit 3&4 or VCE General Maths Unit 3&4 - VCE VM Work Related Skills (WRS) Units 3&4 - VCE VM Personal Development skills (PDS) Units 3&4 - VET Units 3&4 - Structured Work Placement (1 day) - School Based Apprenticeship (optional) VCE focus option (non-scored) - Students may elect to drop Units 3&4 from VM WRS and or VM PDS and or VET and replace with VCE subjects, but must complete a minimum of three unit 3&4 sequences plus VCE VM Literacy or VCE English Units 3&4

* **Specific Requirement:** Entry to this course is strictly in consultation with the Year 9 Manager with students being considered on an individual basis.

YEAR 10 Course planning



Pathway Selection Process

YEAR 9-12 STREAMS

PATHWAYS GUIDE

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

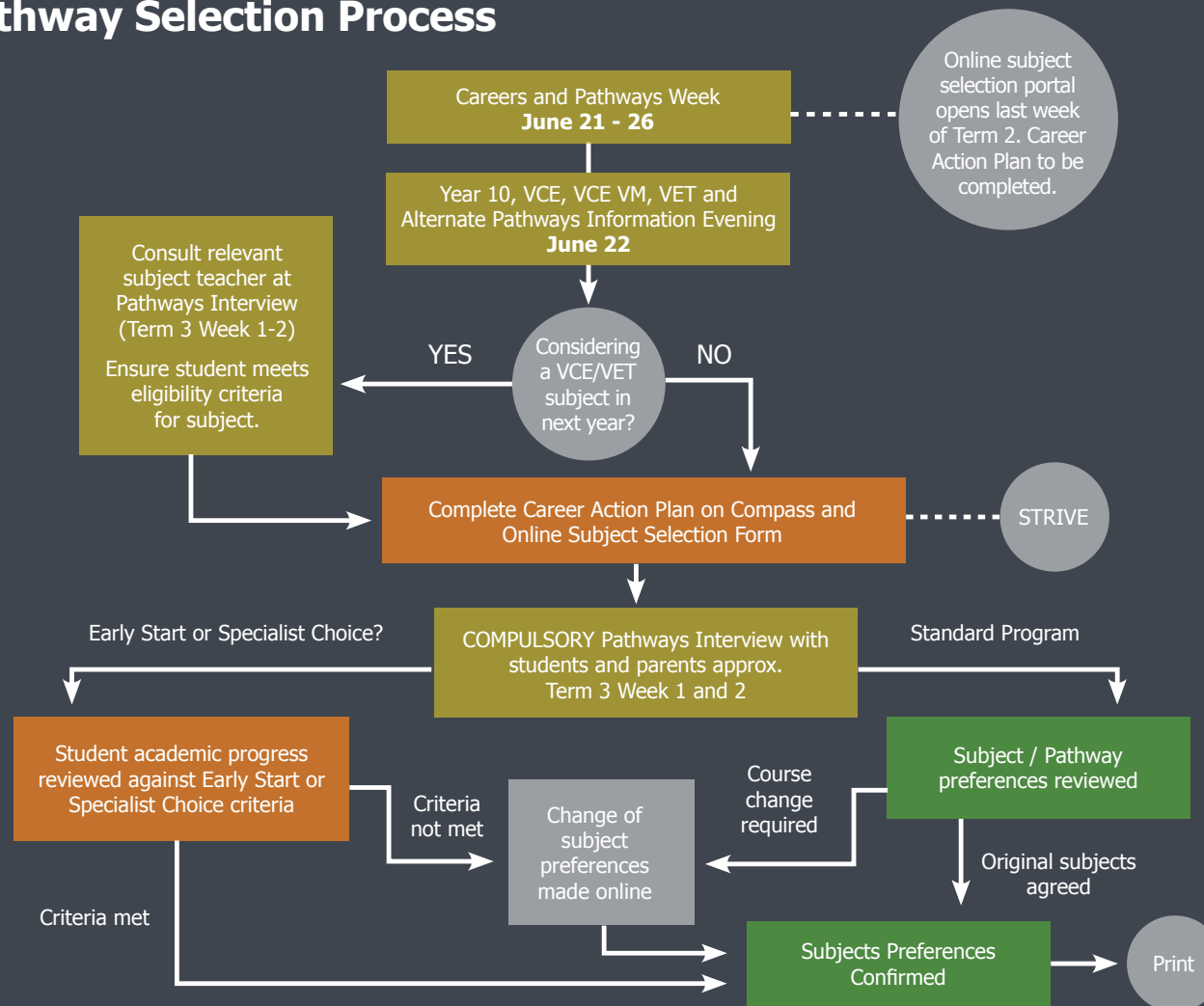
VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



It is the student's responsibility to ensure they complete the subject selection process fully and print two copies of their online choices. Please note also that whilst all students subject selections will be considered, their placement in classes will be conditional on the timetable and numbers of students wanting to study the subject. Therefore students must include reserve subjects in preference order. Students should not expect to automatically get all of their first choices.



YEAR 11 Course planning



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

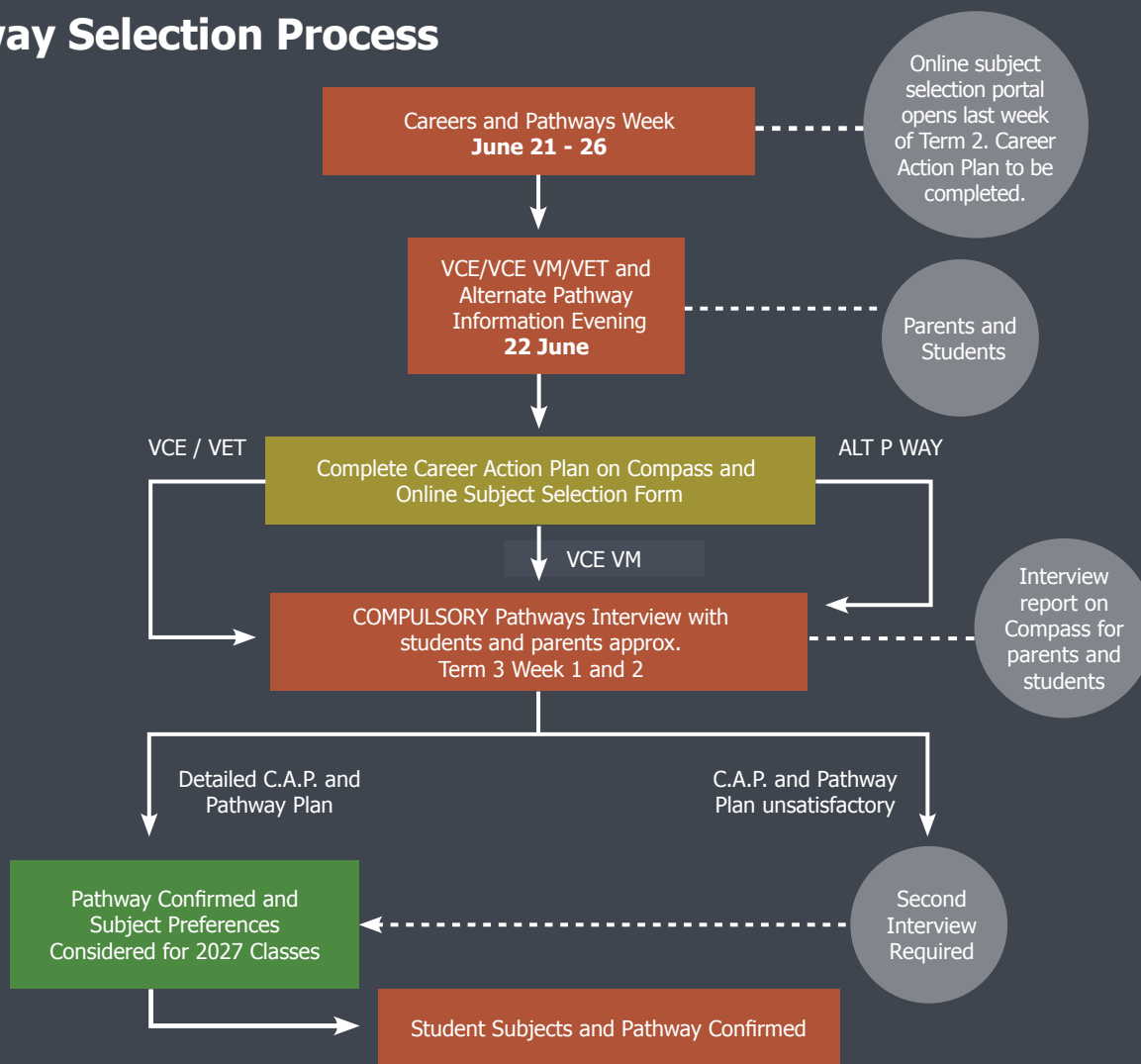
VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

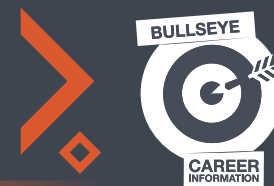
Pathway Selection Process



It is the student's responsibility to ensure they complete the subject selection process fully and print two copies of their online choices. Please note also that whilst all students subject selections will be considered, their placement in classes will be conditional on the timetable and numbers of students wanting to study the subject. Therefore students must include reserve subjects in preference order. Students should not expect to automatically get all of their first choices.



YEAR 12 Course planning



Pathway Selection Process

YEAR 9-12
STREAMS

PATHWAYS
GUIDE

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

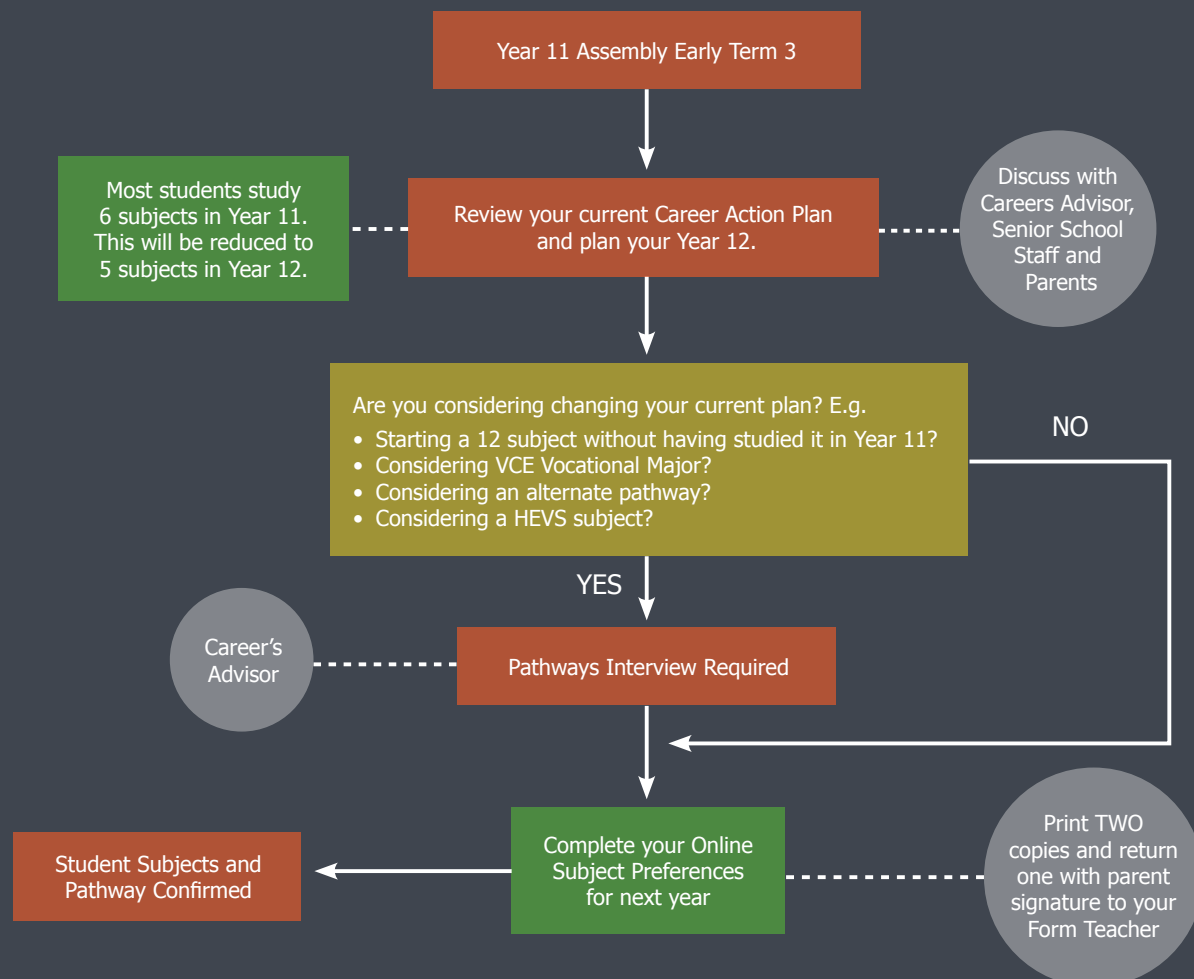
VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



It is the student's responsibility to ensure they complete the subject selection process fully and print two copies of their online choices. Please note also that whilst all students subject selections will be considered, their placement in classes will be conditional on the timetable and numbers of students wanting to study the subject. Therefore students must include reserve subjects in preference order. Students should not expect to automatically get all of their first choices.



Bullseye Career information



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Do you enjoy or are you good at...

Click on the themes below to access information on related careers and the most common levels of training and education required for these jobs.



THE ARTS

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?



TECHNOLOGY

- > Automotive?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?
- > Textiles and Design?



INFORMATION TECHNOLOGY

- > Computing?



SCIENCE

- > Biology?
- > Chemistry?
- > Environmental Science?
- > Physics?
- > Psychology?



ENGLISH

- > English?



LANGUAGES

- > Languages?



MATHS

- > Business Studies?
- > Economics?
- > Maths?



HEALTH & PE

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



HUMANITIES

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?
- > Legal Studies?
- > Commerce?
- > Finance?
- > Business?



YEAR 10 Studies >

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

> YEAR 10

YEAR 10 SUBJECT OVERVIEW

YEAR 10 SUBJECT INDEX

WORK EXPERIENCE

EARLY START AND SPECIALIST CHOICE

CHOOSING YOUR YEAR 10 MATHS COURSE



YEAR 10 Subject overview



CORE SUBJECTS



- CORE**
- English Core
 - English Advanced



- CORE**
- 10 Foundation Maths
 - General Maths
 - Pre-Methods
 - 10 Mathematics (Advanced)



- CORE**
- Humanities Core
 - Humanities Advanced



- CORE**
- Science Core
 - Science Advanced

In addition to the **Core Curriculum** subjects students need to select either a Core, Early Start or (by invitation only) program:

- For Students who choose the *Early Start* and or *Specialist Program*, one VCE or VET subject counts as two electives, therefore two VCE/VET subjects count as four elective subjects. Descriptions of all VET/VCE/VCE VM courses appear in the VET/VCE/VCE VM Electives listings.
- If a Language or VCE/VET elective is selected this will count as both your *third* and *fourth* subject choice as these courses run for the whole year.



ELECTIVE SUBJECTS



ENGLISH ELECTIVES

- Literature and Adaptations
- From Page to Stage
- Introduction to Literature

Careers

- Actor
- Advertising or Copywriter
- Attorney or Law Clerk
- Author or Book Publisher
- Bank Officer
- Film, Stage and TV Director or Secretary
- Journalism or Media Presenter
- Interpreter
- Library Technician or Bookstore Manager
- Marketing or PR Officer



HUMANITIES ELECTIVES

- Conspiracy Theories
- Money Matters
- Philosophy
- Politics in a Modern World

Careers

- Accountant or Auditor
- Economist or Commodities Trader
- Finance Manager or Credit Officer
- Financial Planner, Dealer or Broker
- Foreign Affairs and Trade Officer
- Hospital Administrator or Secretary
- Importer and Exporter
- Industrial Relations Officer or Management Consultant
- Investment Analyst or Banker
- Land Economist



SCIENCE ELECTIVES

- Sustainable Design
- Get Psyched!

Careers

- Agriculture
- Architecture
- Biologist, Pathologist or Technician
- Engineering
- Food or Environmental Science
- Medicine: Nursing, Dentistry, Optometry, Physiotherapy, Psychology or Speech Pathology
- Pharmacist
- Research or Teaching
- Rocket Scientist
- Urban Planning
- Veterinary Medicine



HEALTH & PE ELECTIVES

- Pre-VCE HHD (Health and Human Development)
- Pre-VCE Physical Education
- Pre Sport, Aquatics and Recreation
- Advanced Fitness
- VCE Outdoor & Environmental Studies

Careers

- Army Soldier
- Deckhand or Diver
- Driller's Assistant
- Firefighter
- Fitness Instructor
- Health and Fitness Consultant
- PE or Health Teacher
- Sporting Associations
- Sports Coach
- Sports Development
- Sports Journalist
- Outdoor Adventure or Tour Guide
- Park Ranger or Landcare Officer



INFORMATION TECHNOLOGY ELECTIVES

- Advanced Game Design

Careers

- Administrator
- C++ developer or C# Engineer
- Java Architect or Engineer
- Programmer Analyst
- Software Engineer or Analyst
- Support Specialist
- System Administrator, Analyst, Architect or Designer
- Web Administrator
- Web Developer



TECHNOLOGY ELECTIVES

- Advanced Automotive
- Advanced Food technology
- Advanced Systems and 3D Printing
- Advanced Textiles
- Advanced Product Design: Wood, Metal and Plastics

Careers

- Product Designer
- Fashion Design
- Food Scientist
- Electrical engineer
- Robotics
- Building and Construction
- Carpenter
- Engineering



THE ARTS ELECTIVES

- Art
- Drama
- Media
- Music Performance
- Entertainment Technology
- Photography
- Visual Communication and Design (VCD)
- VCE/VET Dance*^
- VCE Theatre Studies*^

Careers

- Actor, Performer or Dancer
- Animator or Cartoonist
- Artist, Illustrator or Sculptor
- Costume or Fashion Designer
- Craftsperson or Engraver
- Graphic Designer
- Make-up Artist
- Museum Officer
- Musician or technician
- Photographer
- Visual Merchandiser

YEAR 9-12 STREAMS

PATHWAYS GUIDE



Use your zoom in feature to view the contents of this page.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



Other programs include:



Compulsory: Work Experience – [Click here for more info](#)



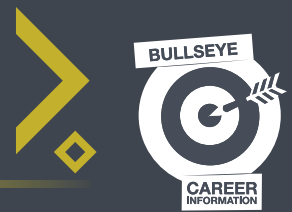
Optional: Early Start, Specialist Choice, Specific Requirement – [Click here for more info](#)



^ Please note that students electing to study VCE/VET Dance, VCE Theatre Studies and VCE Outdoor & Environmental Studies are not required to meet the eligibility requirements for Early Start, however students are expected to be capable to successfully do their best in this subject. * whole year elective



YEAR 10 Subject index



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10 PROGRAMS

 **WORK EXPERIENCE**

EARLY START AND SPECIALIST CHOICE



ENGLISH

 **ENGLISH A: THE CRAFT OF WRITING**

 **ENGLISH B: ANALYSING TEXTS**

LITERATURE AND ADAPTATIONS

FROM PAGE TO STAGE

INTRODUCTION TO LITERATURE*



HEALTH & PE

PRE-VCE HHD
(HEALTH AND HUMAN DEVELOPMENT)

PRE-VCE PHYSICAL EDUCATION

PRE SPORT, AQUATICS AND RECREATION

ADVANCED FITNESS

VCE OUTDOOR & ENVIRONMENTAL STUDIES



HUMANITIES

 **HUMANITIES ADVANCED**

 **HUMANITIES CORE**

CONSPIRACY THEORIES

MONEY MATTERS

PHILOSOPHY

POLITICS IN A MODERN WORLD



INFORMATION TECHNOLOGY

ADVANCED GAME DESIGN



LANGUAGES

◆ **YEAR 10 ITALIAN**

YEAR 10 ITALIAN INTENSIVE
LANGUAGE COURSE



MATHS

CHOOSING YOUR YEAR 10 MATHS COURSE

 **GENERAL MATHS**

 **PRE-METHODS**

 **10 MATHAMATICS ADVANCED**

10 FOUNDATION MATHS



SCIENCE

 **SCIENCE CORE**

 **SCIENCE ADVANCED**

SUSTAINABLE DESIGN

GET PSYCHED!

 **Core Subject**  **Subject requires students to apply** ◆ **Whole year elective**

^ Please note that students electing to study VCE/VET Dance, VCE Theatre Studies and VCE Outdoor & Environmental Studies are not required to meet the eligibility requirements for Early Start, however students are expected to be capable to successfully do their best in this subject.



TECHNOLOGY

ADVANCED AUTOMOTIVE

ADVANCED PRODUCT DESIGN:
WOOD, METAL AND PLASTICS

ADVANCED FOOD TECHNOLOGY

ADVANCED SYSTEMS AND 3D PRINTING

ADVANCED TEXTILES



THE ARTS

ART

DRAMA

MEDIA

MUSIC PERFORMANCE

MUSIC TECHNOLOGY

PHOTOGRAPHY

VISUAL COMMUNICATION AND DESIGN (VCD)

◆ **VCE THEATRE STUDIES ^**

◆ **VCE/VET DANCE ^**



WORK EXPERIENCE

What is Work Experience?

Work experience is a **compulsory** short term placement of secondary school students with 'host' employers, to provide practical insights into the industry and the workplace in which they are located and different career pathways.

Students are placed with employers primarily to observe, learn and undertake tasks, that do not require extensive training.

Work experience is an effective way to learn about various career pathways. It gives students the chance to see the day-to-day routine of different jobs and build job related skills.

How do you benefit from it?

You develop...

- job-seeking skills
- work related skills, e.g. communication/team work
- knowledge and skills relevant to a particular job/industry

You gain...

- contact with Employers for future employment, apprenticeships or traineeships
- an understanding of the work place and work related issues, such as technological change, health and safety, working conditions and wages.
- the experience and knowledge to assist in career and pathways planning.

Work Experience in the Curriculum

Work Experience is regarded as an important part of the Curriculum at Year 10.

Students need to undertake work experience, complete the work experience journal and evaluation sheets and participate in the preparatory/evaluation classes (before and after the placement) to gain a satisfactory result for the STRIVE Pathways weeks in Year 10.

Work experience records and Employer references are placed in the students Career Portfolio at Year 10.

Planning and Organisation

Students will have Work Experience Information sessions at school, and will also have access to a document outlining Work Experience (St Helena Secondary College Work Experience Student Guide') on the intranet. This gives some background to work experience, outlines the aims of the program, includes hints on securing a work experience placement and sets out the necessary paperwork procedures.

Because of the pressure on popular Work Experience placements it is in the student's best interests to plan well ahead and begin thinking and making enquiries now. Experience has shown that if students begin to do some letter writing and phoning early, their chances of gaining more interesting and beneficial placements will be significantly enhanced.



All Year 10 students participate in Work Experience in the first week of December. Information on Safe@Work Tests for Work Experience – continues on the next page.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10



WORK EXPERIENCE

Safe@Work Tests

Construction Induction (White Card)

If you plan to undertake work experience on a construction site, you will need to obtain your White Card. Many students do their White Card training as part of their VET course.

However, if you are not doing a VET course or a White Card is not offered, you will need to undertake your White Card training. If numbers allow it, we might be able to offer this at St Helena SC but otherwise you will need to arrange to do this outside of school, in your own time.

safe@work Modules

General Module

The General Module is designed for secondary students who undertake workplace learning programs, for example, work experience.

The module will introduce important facts about health and safety laws and common hazards. Students should complete the General Module before moving on to complete any of the Industry Modules. Students undertaking structured workplace learning are required to complete the appropriate OHS module from their VET qualification before commencing a work placement. The material on this website may be used to support the delivery of OHS material for students undertaking structured workplace learning.

For more information, see:

- www.education.vic.gov.au/school/students/beyond/Pages/generalmodule.aspx
- www.education.vic.gov.au/Documents/school/students/beyond/printablestudentguide.pdf

Industry Modules

Each of the fourteen Industry Modules contains more detailed information on the main hazards specific to each industry. Every student undertaking Work Experience must also complete an Industry module test and gain their certificate for the industry related directly to their Work Experience placement. For more information, see:

- www.education.vic.gov.au/school/students/beyond/Pages/industrymodule.aspx

Review Module

The Review Module allows secondary school students to refresh their memory of the main information in the General Module before they complete one or more Industry Modules. Students are only required to complete this module if 12 months or more have elapsed since they first completed the General Module. For more information, see:

- www.education.vic.gov.au/school/students/beyond/Pages/reviewmodule.aspx

Self-Assessment Tests

There are separate tests for the General Module and each Industry Module. Each module contains several sections. You should work through a module, reading and studying the information, before you attempt a self-marking multiple-choice test.

Before you start the questions, it is important to type your name and the name of the school on the computer screen exactly as you want it to appear on your Award of Attainment. We ask you to provide these details so that you can be issued with the Award of Attainment.

There are Awards of Attainment for the General Module and each Industry Module that can be printed when you answer at least 12 out of 16 questions correctly.

The Awards of Attainment recognise your understanding of basic occupational health and safety information and can be kept in your portfolio once signed by the school.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10

YEAR 10 PROGRAMS



EARLY START & SPECIALIST CHOICE

A range of subject choices are available for Year 10 students through the Early Start or Specialist Choice Program. Students undertaking this program must apply and demonstrate a high level of performance in the subject area of their VCE/VET choice at Year 9.

They must also be committed to their studies and able to meet the demands of studying at VCE/VET level a year early.

All students applying for this program will be considered against the criteria below and will be interviewed to discuss their subject selections. Final acceptance into a VCE/VET program may also be affected by class sizes and timetable constraints.

VET

- Allied Health,
- Automotive Studies Vocational Preparation
- Building and Construction (Carpentry)

- Community Service
- Dance (criteria will not apply to this subject)
- Early Childhood Education
- Entrepreneurship & New Business

- Hospitality (Dual Certificate in Hospitality and Cookery)
- Sport and Recreation

- Approved External VET subjects (see College website for more information or speak with Sharon Polgar in the Pathways Office in Senior School)

VCE

- Modern History
- Accounting
- Art Creative Practice
- Biology
- Business Management
- Computing
- Dance
- Economics
- Environmental Science
- Food Studies

- Geography
- Health and Human Development
- History - Empires
- Italian
- Legal Studies
- Literature
- Media
- Music Performance
- Outdoor & Environmental Studies (criteria will not apply to this subject)

- Philosophy
- Photography
- Physical Education
- Politics
- Product Design Technology (Textiles)
- Product Design Technology (Metal and Plastics)
- Psychology
- Systems Engineering

- Theatre Studies (criteria will not apply to this subject)
- Visual Communication and Design
- Year 11 General Maths (must also undertake Maths Pre-Methods)

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

CRITERIA

VCE Early Start Students

1. The student has consistently demonstrated a high level of achievement in Year 9. This is demonstrated by achievement of Very Good (80%) and above for assessed learning tasks in the area most relevant to the VCE Early Start subject selected. When the selected subject does not have a strong match for a Year 9 subject being studied the student's English results and other subjects will be used as a guide.
2. The student has excellent organisational and time management skills.
3. The student's Work Practices reflect maturity. Minimum Behaviour Point Average (BPA) score as measured by the teacher from Semester 1 and Progress Reports is 'Good' (in all subjects). VET applications will be considered on the basis of students work ethic and performance.
4. An interview to discuss pathways will be required by all students. This will take place in their Pathways Interview.
5. The offer of a place is dependent on availability of the subject at a time which does not create a timetable clash with a Core subject.
6. Students will be required to select Year 10 Electives as a 'back up' to their desired Early Start Program.
7. Please note students in Year 11 next year will have priority over students in Year 10.

CRITERIA

VCE Specialist Choice Students

1. The same criteria as outlined in Early Start, except the student will have consistently demonstrated a high level of achievement in Year 9 by achieving Excellent (90%) and above for all assessed learning tasks in all subjects undertaken in Year 9.
2. A student who completes this, along with the other seven criteria, will qualify for Specialist Choice and will receive an invitation from the college to undertake this option.



Descriptions of all VCE/VET courses appear in the VCE/VET elective listings.

YEAR 10 SUBJECT OVERVIEW > YEAR 10 SUBJECT INDEX



YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> English?

PATHWAYS
GUIDE

> Media/Journalism

2025

Year 10 English 

Students will undertake two units of English in Year 10; one per semester.

All students will complete one unit about Creative Writing and Text Exploration and one unit about Analysing Texts. Students have a choice of either core or advanced for each unit. See over page for a subject description of each.

For example, a student may choose Core Creative Writing and Text Exploration and Advanced Analysing Texts. Core units are the mainstream units for students studying at the Year 10 level.

How to decide between Core and Advanced English:

Students undertaking Core English units cover concepts at the depth and pace that allows students to undertake any of the associated VCE studies in Year 11 and then Year 12 the following year should they wish to do so. However, these units are also suitable for students who may not want to include the associated English areas in their VCE pathway (refer to English VCE pathways).

2025 – 10 A: The Craft of Writing Writing and Text Exploration

All students undertake this unit. Students select either Core or Advanced.

In this unit students will develop their creative writing skills. Creative writing can for the most part be considered any writing that is original and self-expressive and encourages students to think about their understanding of texts and authorial choices in different ways.

Students will use film as text to craft their creative responses. The ability to craft creatively allows students to express their use of creativity, imagination and story to portray a particular message, emotion, or plot, as well as reflect upon their choices. They will be asked to write and present their concepts in a variety of ways to demonstrate their understanding of structure. This unit will help students gain more awareness of what it means to create and edit their writing in different situations for different audiences.

2025 – 10 Eng B: Analysing Texts

All students undertake this unit. Students select either Core or Advanced.

In this unit students will explore different types of texts such as 'Night' and look at how they have been constructed.

They will look at novels, films and issues in the media and discuss the authorial choices being made for different themes to be explored.

Students will develop their capacity to analyse texts through multiple viewpoints, produce written and spoken works, and investigate contemporary issues in Australian media to be able to critically analyse political and social issues. This unit will help students develop their understanding of how to explore and analyse authorial intent. This will also allow students to build upon their capacity to analyse texts through multiple viewpoints, as they produce a variety of written and spoken texts.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> English?

**PATHWAYS
GUIDE**

> Media/Journalism

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Literature and Adaptations



What will I learn?

Delete subject descrip and replace with - In this exciting new English/Literature subject, you'll analyse how texts are adapted into new formats like TV shows and movies (as we've seen with The Hunger Games, Dune, The Handmaid's Tale, Harry Potter, Lord of the Rings, and so many more).

You'll also dive into some pre-VCE literary theory to understand the different ways people can read and interpret texts—like what would we find if we look at the psychology of the characters? Or what would a feminist or Marxist say about it? Plus, you'll look at how writing styles and themes have evolved over time based on what was happening in the world.

This subject is a great stepping stone into English and Literature, helping you build essential skills for analysing and enjoying a wide range of texts.



**YEAR 9-12
STREAMS**

ENGLISH

**Suits students
interested in >**

- Reading
- Writing
- Creative writing
- Critical thinking

Possible pathways >

- VCE English
- VCE Literature

From Page to Stage



What will I learn?

In this captivating subject students will journey through the realms of theatre and literature, unravelling the transformative journey of words from page to stage and screen. From the timeless brilliance of Shakespeare to the contemporary narratives of Australian playwrights like Joanna Murray-Smith, we dissect the evolution and impact of storytelling across centuries and mediums.

Students will explore the ways in which playwrights craft their writing and meaning as well as developing their own responses to plays and adaptations, recognising the impact of form, features and language in the creation of meaning.

Students will develop skills in reflecting, analysing, creating and writing that will assist them in future Theatre Studies, Literature, Media or English studies in VCE.

Students will watch a live performance of the play they are studying and study the adaption 'from page to stage'.



*Additional Cost - Bell Shakespeare
Play Ticket*



**YEAR 9-12
STREAMS**

ENGLISH

**Suits students
interested in >**

- Reading
- Writing
- Creative writing
- Critical thinking

Possible pathways >

- VCE English
- VCE Literature

YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> English?

PATHWAYS
GUIDE

> Media/Journalism

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Introduction to Literature



What will I learn?

**'You cannot open a book
without learning something.'**
– Confucius

his subject is about reading, writing and creating and all the very best elements about English. Students will explore a variety of classics, poetry, film and modern Literature.

Students will develop skills in writing, analysing and reading deeply that will assist them in all English studies, and especially Literature.

This is a great opportunity for students who are interested in undertaking VCE Literature in Year 10 or Year 11 to see what VCE Literature is like.



There may be costs associated with attending writing workshops (e.g. Story Slams at La Trobe University) as excursions in this subject.



YEAR 9-12 STREAMS

ENGLISH

Suits students
interested in >

- Reading
- Writing
- Creative writing
- Critical thinking

Possible pathways >

Year 10 Subjects

- Advanced English - Text
- Advanced English - Craft of Writing

VCE/VET Subjects

- VCE English
- VCE Literature

YEAR 10 Studies



Advanced Fitness



What will I learn?

This elective has both a fitness and training focus. The notion of fitness and what it means is examined by studying basic physiology, anatomy, fitness components, fitness testing, acute responses.

Using an understanding of the theory underlying fitness and training, students are challenged to explore their personal fitness needs and design and implement their own training program.



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Sports and Exercise
- Health and Fitness
- Training

Possible pathways >

- VCE Physical Education
- VET Sport, Aquatics and Recreation
- SEDA
- Physiotherapy
- Sports science
- Personal trainer
- PE teacher
- Sports coaching
- Nursing

Pre-VCE HHD (Health & Human Development)



What will I learn?

In this theoretical elective, students will learn the fundamental terminology, knowledge, and skills in preparation for VCE Health and Human Development.

In the 'Health and Wellbeing' unit, students will learn about the five dimensions of health and wellbeing, and interrelationships. This relates to how one dimensions can impact on another. Students will also learn how to interpret data sources, evaluate support services, and identify protective factors and risk factors.

In the 'Population Groups' unit, students will learn about the population's health status and specific health indicators used to measure health. Students will also learn about sociocultural factors that influence health and wellbeing. Additionally, four population groups will be explored in detail. These include Indigenous and non-Indigenous population group, Males and Females population group, Low and High socioeconomic status, and those living inside and outside of Australia's major cities. Students will investigate variations in health status between these population groups.



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Health and fitness
- Physical activity
- Mental health

Possible pathways >

- VCE Phys Ed
- VCE HHD
- Biomedical Science
- Nursing,
- the Allied Health industry
- Community Service
- Nutrition/Dietetics
- Food Science
- Psychology
- Early Childhood & Primary Education
- Physical Education

HOME



MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > Human Movement
- > Physical Education
- > Sport & Recreation



YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?

PATHWAYS
GUIDE

- > Health Sciences
- > Human Movement
- > Physical Education
- > Sport & Recreation

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Pre-VCE Physical Education



What will I learn?

This course has been designed to introduce students to the major topics covered in Units 1, 2, 3 and 4 in VCE PE.

While it is introductory in nature, there is a strong emphasis placed on working towards VCE standards expected in Physical Education, in terms of both the content and how it should be approached (work habits, assessments, language and terminology, expectations).

The teaching approach and content is very much geared towards students wanting to go on to VCE PE and will provide a useful and advantageous stepping stone towards that.



YEAR 9-12
STREAMS

HEALTH & PE

Suits students interested in >

- Sports and Exercise
- Health and Fitness
- Training

Possible pathways >

- VCE HHD
- VCE Physical Education
- VET Sport, Aquatics and Recreation
- SEDA
- Physiotherapy
- Sports science
- Personal trainer
- PE teacher
- Sports coaching
- Nursing
- Nutritionist

Pre-Sport, Aquatics and Recreation



What will I learn?

This subject has been designed to introduce students to VET Sport, Aquatics and Recreation Year 1 & 2.

This subject focuses on the development of practical coaching knowledge and skills. It will enhance students' self-confidence, improve their communication and leadership skills and nurture responsibility and sporting behaviour.

Students will learn the reasons for participation in physical activity, the role of the coach, planning coaching lessons, skill teaching, ethics and codes of conduct, group management, discipline and sports safety.

Students will have an opportunity to complete online courses offered through the Australian Sports Commission including the Community Officiating General Principles course and the Community Coaching Essential Skills course.



Students intending to select VET Sport, Aquatics and Recreation are encouraged to complete this Unit.



YEAR 9-12
STREAMS

HEALTH & PE

Suits students interested in >

- Sports and Exercise
- Health and Fitness
- Training
- Sports Coaching

Possible pathways >

- VCE Physical Education
- VET Sport, Aquatics and Recreation
- SEDA
- Physiotherapy
- Sports science
- Personal trainer
- PE teacher
- Sports coaching
- Nursing
- Nutritionist

YEAR 10 Studies



VCE Outdoor & Environmental Studies



UNIT 1



What will I learn?

In Unit 1, students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

UNIT 2



What will I learn?

In Unit 2, students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments.

Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.



There will be costs associated with various camps and excursions that are run throughout the year.



Please note that students can only select Units 1 & 2 in Year 10, and Units 3 & 4 in Year 11.

Please note this is a full year subject. Students are not required to meet the Early Start eligibility criteria, however, students should ensure they are prepared to achieve their best in this subject by using the Early Start criteria as guide.



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Outdoor recreation
- Learning about the skills involved in engaging with the outdoors in a sustainable manner.

Possible pathways >

- Tourism and nature-based tourism
- Tour guide
- Natural resource management
- Environmental research
- Agricultural engineer

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > Human Movement
- > Physical Education
- > Sport & Recreation

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10 Studies



Humanities



What will I learn?

Students will undertake two units of Humanities in Year 10; one per semester.

All students will complete one History-Politics unit and one Economics-Geography unit. Students have a choice of either core or advanced for each unit. See over page for a subject description of each.

For example, a student may choose Core History-Politics and Advanced Economics-Geography

Humanities Core units are the mainstream units for students studying at the Year 10 level.

How to decide between Core and Advanced Humanities:

Students undertaking Core Humanities units cover concepts at the depth and pace that allows students to undertake any of the associated VCE studies in Year 11 and then Year 12 the following year should they wish to do so. However, these units are also suitable for students who may not want to include the associated Humanities areas in their VCE pathway (refer to Humanities VCE pathways).

Humanities Advanced units will challenge students to develop their skills and prepare them for VCE Humanities subjects. They are designed for students with a solid academic record and demonstrated work ethic who enjoy learning and are looking to be challenged.

Students in Advanced Humanities units cover the same Year 10 Humanities curriculum such as World War II and Politics, however these units are designed to allow students to study these topics in greater depth and be exposed to similar complexity of information, question styles and key skills as VCE subjects. Students will be extended with activities that focus on developing skills in higher order thinking, evaluation and analysis.

Students with a pathway that includes VCE or university study of the associated Humanities areas, as well as students who enjoy studying content beyond the level associated with the standard Year 10 program, are encouraged to enroll in these advanced units.



There may be costs associated with incursions/excursions related to the curriculum or where students create things to take home.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Being challenged academically
- Debating current issues
- Problem solving
- Understanding the world around them
- Critical thinking and creativity
- Enrolling in a VCE Humanities subject such as Business Management, Legal Studies, Economics

Possible pathways >

- Accounting
- Politics
- Business Management
- Economics
- Geography
- History
- Legal Studies
- Philosophy



DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Business/Economics
- > Commerce/Business/
- > Engineering
- > Environmental Sciences
- > Humanities/Arts
- > Law/Legal
- > Media/Journalism

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 10 Studies



HUMANITIES ^(A) History ^(C) Politics



What will I learn?

All students undertake this unit. Students select either Core or Advanced.

The History-Politics unit expands students' understanding of Australia in a global context through the study of modern history from World War 2 to the present.

Students investigate events of World War 2 with an Australian focus and learn about the growth of civil rights movements and how these events have influenced and shaped Australian society today.

Throughout this unit, students explore the political influences on our shared history. Students will discover just how relevant politics is and how it impacts their everyday lives. This unit will equip students with the knowledge to participate in Australian democracy as informed citizens and with an understanding of how they can engage in the political process.



There may be costs associated with excursions/incursions related to the curriculum.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Historical events and researching and debating political issues
- Understanding problems in the world around us locally and globally
- Thinking critically about the past, present and future

Possible pathways >

- VCE Politics
- VCE Empires
- VCE Modern History
- VCE History Revolutions (Unit 3&4 only)
- VCE Legal Studies
- VCE Philosophy

HUMANITIES ^(B) Economics ^(C) Geography



What will I learn?

All Year 10 students undertake this unit. Students select either Core or Advanced.

In this unit students explore the way in which Economics influences their everyday lives. Students learn about key measures of economic growth in an Australian context, gaining an understanding of topics such as Gross Domestic Product, inflation and living standards.

Students build upon these economic concepts to explore the concept of human wellbeing in a global context. Students learn what this means, how it is measured and how all people around the world are endeavouring to improve their wellbeing by addressing the United Nations Sustainable Development goals.



There may be costs associated with excursions/incursions/fieldwork related to the curriculum.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Studying data and trends that help us understand the world around us
- Researching and debating geographical issues
- Understanding how and why scarce resources are used the way they are
- Scrutinising the way humans live
- Investigating the trade-offs between economic growth and Sustainable Design

Possible pathways >

- VCE Accounting
- VCE Business Management
- VCE Economics
- VCE Geography

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Business/
Economics
- > Commerce/
Business/
- > Engineering
- > Environmental
Sciences
- > Humanities/Arts
- > Law/Legal
- > Media/Journalism

YEAR 10 Studies



DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?

PATHWAYS GUIDE

- > Business/Economics
- > Commerce/Business/
- > Engineering
- > Environmental Sciences
- > Humanities/Arts
- > Law/Legal
- > Media/Journalism

Money Matters



What will I learn?

Students examine the management of financial risks and rewards. They explore savings strategies, discuss investing options including gaining an understanding of the share market through participating in the ASX share market game.

Students also look at the role markets play in the economy and how supply and demand for a product can affect prices.

Students learn how to minimize financial risk through avoiding scams, using their bank accounts wisely and knowing their consumer rights. Students will distinguish between good and bad debt, and how to protect themselves from risks through savings, insurances and superannuation.

Students will also acquire knowledge about the basics of the Australian Taxation System, through the calculation of assessable income, tax debt and refunds. They will also understand the distribution of tax collected by the Government through the analysis of the Government Budget.

Students discover the accounting process and explain stakeholders in a business environment. They learn how to construct and interpret financial reports such as the balance sheet, income statement and cash flow statement. They also apply the principles of constructing a personal budget to prepare a budget for a business.



YEAR 9-12 STREAMS

COMMERCE

Suits students interested in >

- Understanding personal finance
- Exploring different investment instruments and their risks
- Learning about taxation, how it is calculated and what it is used for
- Creating and interpreting financial reports

Possible pathways >

- VCE Accounting
- VCE Business Management
- VCE Economics

Philosophy



What will I learn?

Philosophers think – but not just that, for they think about thinking and they think about how we think about the world, about how we conceive of ourselves, about how we possess a sense of right and wrong, about how we find meaning in life.

Students undertaking Philosophy will question their reality, explore the possibility of time travel and acquaint themselves with the idea that their friends and family may in fact be zombies. Thinking critically and being able to develop an argument are essential skills for the study of Philosophy.

Students will explore three distinct areas of study for this elective: Epistemology; Metaphysics and Personal Identity. They will be asked to solve thought experiments, engage in class discussions about building time machines and compose written responses to some of life's most interesting questions.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Creative thinking and reasoning
- Contemplating issues from the Ancient World as well as problems from the Future
- Learning academic skills useful for University/Higher Education

Possible pathways >

- VCE Philosophy and other VCE Humanities subjects
- Futurologists

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10 Studies



Conspiracy Theories



What will I learn?

Do you still believe Elvis is alive? Was JFK abducted by the KGB? Explore the possibility that the Twin Towers was taken down by the CIA and the moon landing was filmed in the back-lot at 20th Century Fox Studios. Is there really a secret group called the Illuminati which controls world politics and all of the world's resources?

Students investigate conspiracy theories via learning about different ways to test evidence, tracing the evidence back in time to see whether the conspiracy theory holds any merit.



There may be costs associated with incursions/excursions related to the curriculum.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Free-thinking
- Independent research – being a detective to find more information
- Problem solving
- Questioning evidence
- Group and collaborative work
- Critical thinking and creativity

Possible pathways >

- VCE History
- VCE Philosophy
- VCE Geography
- VCE Politics
- VET/tertiary studies

Politics in a Modern World



What will I learn?

How do Trump or Xi Jinping's presidencies change the political landscape of the world? Who is Australia on the global stage? How and why do we form strategic alliances? This pre-VCE Politics subject explores the role of politics in our modern world, taking a deeper look into democracy, government, political parties, the role of the media, and much more.

We will investigate the forces and systems that shape the political climate that we live in, how it transforms over time, and who pulls the levers of power in our world.

We will also explore the role of culture within society in shaping the politics that define us. This will help us build a deeper knowledge of the who, how, and why behind political movements and what takes place in our national/international conversations.



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- VCE Politics
- Research
- Problem solving
- Examining evidence
- Uncovering how the world works
- Investigating what power means
- Critical thinking and creativity

Possible pathways >

- VCE Politics
- VCE History

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Business/Economics
- > Commerce/Business/
- > Engineering
- > Environmental Sciences
- > Humanities/Arts
- > Law/Legal
- > Media/Journalism

YEAR 10 Studies

INFORMATION TECHNOLOGY



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> Computing?

 **PATHWAYS
GUIDE**

> Computing/ICT

> Information
Systems

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Advanced Game Design



What will I learn?

Students develop professional game development skills using industry-standard software. The course is structured around two units of work, each building toward a completed digital product.

In Unit 1, students use Unity to create a working game prototype, developing their skills in game design, programming logic and project documentation through an individual development folio.

In Unit 2, students apply what they have learned to independently design and develop their own original game using software of their choice, demonstrating their creativity and technical skills in a final digital prototype.



Subject contribution \$55



**YEAR 9-12
STREAMS**

TECHNOLOGY

**Suits students
interested in >**

- Designing and developing applications
- Programming/coding
- Developing digital games (not playing them!)
- Gaming industry

Possible pathways >

- VCE Informatics (Unit 3&4 only)
- VCE Software Development (Unit 3&4 only)



ELECTIVES

- Advanced Automotive
- Building Design in the 3rd Dimension
- Master Chef
- Microbot Programming
- Robotics Systems
- Textiles
- You Design It, You Build It



YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

> Languages?

PATHWAYS
GUIDE

> Travel/Tourism

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Year 10 Italian



What will I learn?

This subject prepares students for further study in the Italian language and to make them aware of the benefits of bilingualism for career and leisure purposes. They use a variety of skills including creativity, ICT and critical thinking to explore topics ranging from history, world of work, healthy lifestyles and more.

They explore complex grammatical structures to further develop their skills in the four processes of listening, speaking, reading and writing. Where possible, incursions and excursions will be offered.

Assessment tasks are designed to enable formative ongoing feedback to students to encourage communication using a variety of resources which includes oral, visual and ICT means.



*Planned excursions (e.g. CoAsIt exploration of Little Italy)
Subject contribution \$30*



Please note that this is a full year subject and will prepare students for VCE Italian.



YEAR 9-12 STREAMS

LOTE

Suits students interested in >

- Developing their Italian language skills for VCE
- Self-driven for inquiry-based learning
- Participating in the Italy Study Tour

Possible pathways >

- VCE Italian

Year 10 Italian



Intensive Language Course



What will I learn?

Speed up and consolidate your Italian, expand your vocabulary and learn more complex grammar. You will discover more about culture, history and the beauty of Italy as you increase your ability to read write and speak! Intensive Italian will allow you to gain a greater understanding of the relationship between language, culture and further develop your intercultural capabilities.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world. This course provides a pathway to VCE Italian.



YEAR 9-12 STREAMS

LOTE

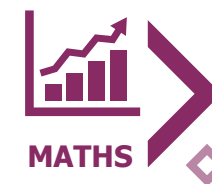
Suits students interested in >

- Developing their Italian language skills for VCE
- Self-driven for inquiry-based learning
- Participating in the Italy Study Tour

Possible pathways >

- VCE Italian

YEAR 10 Studies



Choosing the right Year 10 Mathematics Course

At Year 10, students will continue studying Mathematics in ONE of 4 Maths Courses. The courses ranked in the order of level of difficulty are:

- 10 Foundation Maths
- Pre-Methods
- General
- 10 Mathematics (Advanced)

In Year 10, students can elect to study General Mathematics, Pre-Methods, 10 Mathematics (Advanced) or 10 Foundation Maths. Each of these year-long mathematics subjects are intended to prepare students for the strand of mathematics available to study in the VCE: General Mathematics, Mathematical Methods, Specialist Mathematics and Foundation Maths. The chart over page shows the pathways required to undertake mathematics studies from Years 10-12.

While students will have the opportunity to select their preferred Maths course, their placement into Pre-Methods or 10 Mathematics (Advanced) will be based on a number of criteria (shown below). This is to ensure high quality curriculum being delivered across the 4 courses and that students are placed in the course that best fit their abilities and aptitude.

- Victorian Curriculum Standard in Year 9 Mathematics must be at or above the expected level.
- Class attendance above 90% and Behaviour Point Average of 4 (very good) or above.
- Achieving above level in Numeracy On Demand Tests.
- Year 9 Mathematics Teacher has recommended you for Pre-Methods or 10 Mathematics (Advanced).
- Completion of ACE program



Senior School Mathematics Pathways summary chart appears on the next page.



Mathematical Methods (and in some cases Specialist Mathematics) are a pre-requisite for tertiary courses you are considering.

Please note: there is no 'trial period' for any of the mathematics courses. It may not be possible to change from one mathematics subject to another during the academic year.

Careful consideration must be given to your mathematics pathway during the current subject selection process.

Senior School Mathematics Pathways summary chart

YEAR 10	YEAR 11 (UNIT 1 & 2)	YEAR 12 (UNIT 3 & 4)
GENERAL MATHEMATICS OR PRE-METHODS OR 10 MATHEMATICS (ADVANCED) OR 10 FOUNDATION MATHS	General Mathematics Unit 1 & 2	General Mathematics Unit 3 & 4
	Vocational Major (VM) Numeracy	Vocational Major (VM) Numeracy
	Foundation Mathematics Units 1 & 2	Foundation Mathematics Units 3 & 4
PRE-METHODS OR 10 MATHEMATICS (ADVANCED)	Mathematical Methods Units 1 & 2	Mathematical Methods Units 3 & 4
PRE-METHODS OR 10 MATHEMATICS (ADVANCED)	Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2*	Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4*



* This subject must be done as a subject pair with Methods Units 1 & 2 or Units 3 & 4

NOTE: all year 10 General, Pre-Methods and 10 Mathematics (Advanced)

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

DOMAIN
SNAPSHOT

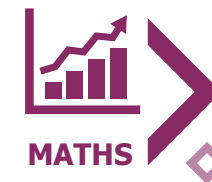
DO YOU ENJOY...

- > Business Studies?
- > Economics?
- > Maths?

PATHWAYS
GUIDE

- > Aviation
- > Biological Science
- > Engineering/
Physical Science
- > Medical Profession
- > Statistics/Actuary

YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Business Studies?
- > Economics?
- > Maths?

 **PATHWAYS
GUIDE**

- > Aviation
- > Biological Science
- > Engineering/
Physical Science
- > Medical Profession
- > Statistics/Actuary

Mathematics



What will I learn?

GENERAL MATHS

Students advance their fluency and understanding skills working towards Level 10 in the Victorian Curriculum.

Students also develop their ICT skills through solving problems using the TI-Nspire CAS calculator.

This subject is designed to prepare students who wish to undertake VCE General Mathematics or Foundation Mathematics studies in year 11/12.

The topics included are:

Number & Algebra

algebra techniques & graphing techniques in problem solving, math in matrices and financial calculations

Space & Measurement

measurements in prisms, cylinders and spheres, trigonometry and networks paths.

Probability & Statistics

comparing data displays, numerical data analysis and comparing two numerical data sets.



**YEAR 9-12
STREAMS**

MATHEMATICS

**Suits students
interested in >**

- Numbers and patterns
- Problem solving
- Investigating maths
- Using ICT

Possible pathways >

- VCE General Maths
- VCE Accounting/
Business Studies
- VCE Biology/VCE
Psychology
- Business
and logistics
- The allied
health industry
- Early childhood &
primary education
- Physical education



What will I learn?

10 FOUNDATION MATHS

10 Foundation Maths is designed for students who have completed Year 9 Maths and wish to build their numeracy skills while also keeping open pathways into VM Numeracy and VCE Foundation Maths. This subject does not require the TI-Nspire CAS calculator.

The topics include are:

- Number
- Statistics
- Perimeter and Area
- Financial Maths
- Pythagoras and Trigonometry
- Volume and Capacity
- Probability



**YEAR 9-12
STREAMS**

MATHEMATICS

**Suits students
interested in >**

- Building core
numeracy skills
that can be applied
to personal and
work life

Possible pathways >

- VCE Foundation
Maths
- VM Numeracy
- Builder
- Trade Worker
- Secretary
- Bank Officer
- Sales Assistant
- Bookmaker

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

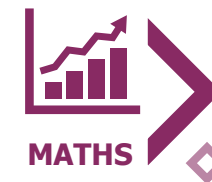
VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Business Studies?
- > Economics?
- > Maths?

 **PATHWAYS
GUIDE**

- > Aviation
- > Biological Science
- > Engineering/
Physical Science
- > Medical Profession
- > Statistics/Actuary

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Mathematics



What will I learn?

10 MATHEMATICS (ADVANCED)

Mathematics (Advanced) is aligned with level 10A of the Victorian Curriculum. It is designed for students who have completed Year 9 Mathematics (ACE) or who have demonstrated strong ability and keen interest in mathematics. The course deepens knowledge across key areas including algebra, functions, trigonometry, and introductory calculus concepts.

This subject provides a thorough preparation for future studies in Mathematical Methods and Specialist Mathematics. Emphasis is placed on developing reasoning, problem solving skills and precision in communication. Students are encouraged to make connections between different areas of mathematics and to approach unfamiliar tasks with confidence and creativity.

The topics included are:

Number & Algebra

Polynomial functions, remainder and rational root theorems, relationship between exponential and logarithmic functions, linear algebra, polynomial factorisation.

Space & Measurement

Rates of change of a function, solving trigonometric equations.

Probability & Statistics

Principles of counting and combinatorics.



All 'General, Pre-Methods and 10 Mathematics (Advanced)' students are expected to have a TI-Nspire CAS calculator



YEAR 9-12
STREAMS

MATHEMATICS

Suits students
interested in >

- Numbers and patterns
- Problem solving
- Investigating maths
- Using ICT
- In-depth study of mathematics

Possible pathways >

- VCE Mathematical Methods with/without VCE Specialist Maths
- VCE General Maths
- VCE Chemistry/Physics
- Actuarial studies
- Engineering
- Health Sciences
- Mathematician
- Physics
- Teaching



What will I learn?

PRE-METHODS

Students advance their problem solving and reasoning skills working towards Level 10A in the Victorian Curriculum. In addition to communicating understanding without technology, students develop their ICT and problem solving skills using the TI-Nspire CAS calculator.

'This subject introduces students to calculus and is a pre-requisite for VCE Mathematical Methods and Specialist Maths.'

The topics included are:

Number & Algebra

algebraic fractions, algebraic patterns, algebraic manipulation and graphing techniques of quadratics, exponential functions & logarithm laws

Space & Measurement

variations and trigonometric functions

Probability & Statistics

factorials, permutations and combinations



There are no direct fees involved. There may be costs associated with incursions/excursion related to the curriculum.



All 'General, Pre-Methods and 10 Mathematics (Advanced)' students are expected to have a TI-Nspire CAS calculator



All 'General, Pre-Methods and 10 Mathematics (Advanced)' students are expected to have a TI-Nspire CAS calculator

YEAR 10 Studies



DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Environmental Science?
- > Physics?

PATHWAYS GUIDE

- > Animals/Veterinary
- > Aviation
- > Behavioural Science
- > Biological Science
- > Engineering
- > Environmental Science
- > Health Science
- > Medical Profession
- > Physical Science

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Students *must* choose one Stream A and Stream B combination from either the Core or Advanced levels.

Students can select streams from the same level or from a mixture e.g. Stream A and B at Core level, or Stream A at Core and Stream B at Advanced.

Science CORE



What will I learn?

Science Core units are the *mainstream units* for students studying at the Year 10 level. Students will undertake inquiry-based learning and improve critical and analytical skills.

Science ADVANCED



What will I learn?

Science Advanced units cover similar concepts to Core units. However, learning occurs at a faster pace, allowing for the exploration of key topics and skills in greater depth and breadth.

These units cover concepts at the depth and pace to enable students to undertake any of the VCE studies in Year 11 and then Year 12 the following year should they wish to, however, these units are also suitable for students who may not want to include Science in their VCE pathway.



There may be costs associated with incursions/excursions related to the curriculum or where students create things to take home.



What will I learn?

SCIENCE CORE Biological Sciences

Students will learn the structure of the molecules of life including DNA and organic molecules of the body. They will investigate types of disease how infectious diseases spread, management strategies and environmental factors contributing to non-infectious disease development. They will learn and predict the inheritance of monohybrid traits in organisms using genetic crosses. Students will also explore ideas relating to biodiversity and evolution.



What will I learn?

SCIENCE CORE Physical and Chemical Sciences

Students will study how waves transfer energy through space. They will then explore how scientists have used their knowledge of electromagnetic waves to understand the evolution of the universe and various other space phenomena.

Students will also broaden their knowledge of chemical reactions including concepts in thermochemistry with a variety of practical activities that expand their knowledge of the scientific method.



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Problem solving
- Understanding the world around them
- Hands-on practical learning
- Group and collaborative work
- Design/creativity
- Enrolling in VCE Science

Possible pathways >

- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology

YEAR 10 Studies



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Students must choose one Stream A and Stream B combination from either the Core or Advanced levels.

Students can select streams from the same level or from a mixture eg. Stream A and B at Core level, or Stream A at Core and Stream B at Advanced.

Sustainable Design



What will I learn?

This course aims to examine the relationships between organisms and the natural world. This includes interacting spheres, types of biodiversity - including applied genetics and evolution, man made and natural influences to the success of organisms in the wild and to sustainable use of resources. This course would involve practicals looking at soil profiles, testing of water and soil, case study analysis, problem based learning that focuses on solving real world issues (local or global level) using the design thinking process, with potential for construction of prototypes using 3D printers.



Subject contribution \$20



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Environmental and resource management
- Analytical Science
- Climate Science
- Biodiversity and evolution
- Problem solving and case study analysis

VCE Pathways >

- VCE Environmental Science
- VCE Chemistry
- VCE Biology

Get Psyched!



What will I learn?

Curious about the human mind and how people become criminals? Ever wanted to run your very own Psychological experiment? This unit is for you!

In this subject, students will deep-dive into topics such as forensic psychology, functions of the human brain and psychological research. In addition to covering some fascinating topics this subject also serves as a pre-VCE Psychology elective, equipping students with the skills needed for greater success in their future Psychology studies.

Assessment will allow students to experience the range of assessment types in VCE Psychology. This includes tests, research reports and case studies.



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Human behaviour
- Mental Health and Wellbeing
- Criminology

VCE Pathways >

- Psychologist
- Social Worker
- Law Enforcement
- Law

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Environmental Science?
- > Physics?

PATHWAYS GUIDE

- > Animals/Veterinary
- > Aviation
- > Behavioural Science
- > Biological Science
- > Engineering
- > Environmental Science
- > Health Science
- > Medical Profession
- > Physical Science

YEAR 10 Studies



HOME

[MIDDLE SCHOOL PATHWAYS](#)[YEAR 9 STUDIES](#)[SENIOR SCHOOL PATHWAYS](#)[YEAR 10 STUDIES](#)[VCE STUDIES](#)[VET STUDIES](#)[VCE VOCATIONAL MAJOR](#)[GLOSSARY](#)[COLLEGE CONTACTS](#)

Advanced Automotive



What will I learn?

Students will build on the skills learned in Year 9: Automotive to learn the maintenance of a vehicle and its engine. Students work independently on a range of tasks including an in-depth study of the engine, brakes and fuel systems. They will investigate End of life Vehicles (Vehicle recycling).



Subject contribution \$40



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Cars
- How cars work
- General maintenance of cars
- Diagnosing and testing for faults in cars
- Fabrication
- Engines and how they work

Possible pathways >

- VCE Systems Engineering
- VET Automotive
- VET Engineering (offered externally through the VET Cluster)

Advanced Food Technology



What will I learn?

This elective will build the capacity of students to make informed food choices as they explore food-related issues, such as food spoilage, the environmental impact of food production, the social and ethical considerations in the development of food products and how they can contribute to a sustainable future. Throughout the semester students build upon their knowledge of key ingredients with a focus on their functional applications in food preparation.

Using a variety of tools, ingredients and cooking methods, students will put their food preparation and presentation skills to the test to create a variety of delicious dishes and then critically analyse their products and skills.



Subject contribution \$110



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Hands-on practical work
- Refining food preparation skills
- Developing food presentation skills
- Showing creativity in food styling
- Pursuing a career in the food industry

Possible pathways >

- VCE Food Studies
- VET Cookery

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Health Sciences
- > Hospitality/Food
- > Metal Trades
- > Travel/Tourism
- > Wood Trades



YEAR 10 Studies



Advanced Systems and 3D Printing



What will I learn?

Students will develop investigate and develop integrated systems. Students will look at system design, gears, drive trains to develop a working prototypes that will perform a number of simple functions.

Extension activities could include the use of remote control or programmable control.

Students can use 3D Printing, laser cutting or other methods to design housing for their electronic or robotic system.



Subject contribution \$80



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Programming
- Electronics
- Designing and building gadgets
- Electrical engineering
- Practical, hands-on learning
- Robotics and automation

Possible pathways >

- VCE Physics
- VCE Systems Engineering
- VET Engineering (offered externally through the VET Cluster)

Advanced Textiles



What will I learn?

This semester-based elective introduces students to Textiles and provides them with some of the tools (skills, techniques and processes) used to create garments and accessories.

The focus of the Unit will be skill development, where students will be introduced to product/fashion design, machinery, correct terminology, how to read and use a commercial pattern and basic fashion illustration.

Students will maintain a design folio which will record their progress throughout the design process. The major production task will be a bag that features their pocket design.



Subject contribution \$60



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Fashion Design and Textiles
- Fabric identification
- Independent and self-directed learning
- Developing practical skills and techniques in a range of materials and mediums

Possible pathways >

- VCE Product Design – Textiles
- VET Applied Fashion Design and Technology

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Health Sciences
- > Hospitality/Food
- > Metal Trades
- > Travel/Tourism
- > Wood Trades

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 10 Studies



Advanced Product Design: Wood, Metal and Plastic



What will I learn?

Design and make high-quality, user-focused products using wood, metal, and plastics.

This practical course is perfect for students who enjoy hands-on learning, creativity, and problem-solving, whether or not they've done Product Design before.

What you'll do:

- Learn how to design a product for a real end user by identifying their needs and preferences
- Explore properties of materials like pine wood, acrylic plastics, and aluminium sheet
- Use a range of tools and technologies, including hand tools, power tools, laser cutters, and 3D printers
- Plan and organise your time, tools and materials to produce a high-quality final product

Choose from project options such as:

- A custom serving tray with personalised laser-etched design
- A compact picnic table with built-in features
- A modern side or occasional table using mixed materials
- A stylish tech caddy or desk organiser
- A wall-mounted shelf or display piece with unique finishes

What you'll learn:

- How to follow the full design process from research to final evaluation
- How to make sustainable and ethical design choices
- How to apply design thinking to solve real problems
- How to manage production plans to ensure safe, accurate, and high-quality outcomes

This subject leads into VCE Product Design and Technologies or VET trades and engineering, and builds the skills needed for future careers in design, making, and manufacturing.



Subject contribution \$80



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Hands-on, practical learning
- Practical application of building skills
- Designing and producing furniture
- Carpentry/joinery
- Furniture-making

Possible pathways >

- VCE Product Design – Wood, Metals, Plastics
- VET Building & Construction
- VET Furniture

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Food Studies?
- > Home Economics?
- > Hospitality?
- > Industrial Arts?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Health Sciences
- > Hospitality/Food
- > Metal Trades
- > Travel/Tourism
- > Wood Trades

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10 Studies



Art



What will I learn?

In this subject, students will create a folio of work based on a chosen theme, developing and refining their ideas through a visual diary. Students will explore a variety of art forms, including drawing, painting, and printmaking, using a range of materials and techniques. Students investigate and analyse artworks to deepen their understanding of visual language, artistic intention, and historical and contemporary contexts. This subject provides a strong foundation for VCE Art Creative Practice.



Subject contribution \$60



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Drawing, painting, mixed media, printmaking
- Developing a folio
- Learning about artists
- Developing artworks

Possible pathways >

- VCE Art Creative Practice

Drama



What will I learn?

Students participate in dynamic workshops and learn acting techniques that develop their own personal sense of 'Power of Performance'. The course is designed to build confidence and a repertoire of skills in acting and performance, to enhance communication and make students aware of emotional literacy through characterisation. Students explore a range of modern theatre styles and participate in planning, developing and presenting a performance for a wider audience.

They will also have the opportunity to attend a number of excursions to see professional performances and learn skills from experts in movement and choreography, such as a fencing.



This elective may include excursions, live performances, incursions from professionals in the industry and occasional workshops associated costs involved.



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Building strong communications skills
- Theatre Studies
- Musical Theatre
- Developing Performance Skills
- Collaboration and Group Work
- Learning skills for the Performing Arts industry
- Skill in Emotional literacyW

Possible pathways >

- VET Dance
- VCE Drama
- VCE Theatre Studies

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 10 Studies



HOME

[MIDDLE SCHOOL PATHWAYS](#)[YEAR 9 STUDIES](#)[SENIOR SCHOOL PATHWAYS](#)[YEAR 10 STUDIES](#)[VCE STUDIES](#)[VET STUDIES](#)[VCE VOCATIONAL MAJOR](#)[GLOSSARY](#)[COLLEGE CONTACTS](#)

Media



What will I learn?

In this subject, students will explore how media shapes and influences our lives. Students learn skills in relation to the analysis of media text with a focus on interpreting, evaluating and responding. When producing media texts, students will learn how to plan, design and construct productions that relate to specific forms and genres.

Throughout the semester, students view a variety of texts, analyse for meaning and audience engagement and produce their own print and video products. Students are encouraged to use a combination of visual and written methods in their assessments.



Subject contribution \$30

This elective may include excursions (e.g. Film production workshop) with associated costs involved.



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Creative storytelling in a visual way
- Analysing and interpreting media texts
- Learning practical skills useful for VCE Media

Possible pathways >

- VCE Media

Music



What will I learn?

Do you play a musical instrument or sing? Do you love to perform and create music? Do you want to learn skills and techniques to help you be a better musician?

In Music Performance, students build on their knowledge and skills from previous years to practice and rehearse music for solo or group performance, focussing on creating their own interpretations of music by collaborating with other students.

Theory and aural components enhance their performance level, build their composition/arrangement skills and develop their musical knowledge. Students analyse, create and perform music from a range of music genres throughout the semester.

Music Performance is a practical course designed for student musicians – students must be able to play a musical instrument or sing. This includes instruments taught in private lessons and those taught in Year 7 & 8 Music, as well as Year 9 Music Performance



Subject contribution \$60



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Listening to, discussing, researching, and creating Music
- Solo or group performances built from collaborating with other students
- A practical approach to learning through working with instruments

Possible pathways >

- VCE Music
- VCE Music Performance

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts



YEAR 10 Studies



DOMAIN
SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?

PATHWAYS
GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts

Music Technology



What will I learn?

Do you see yourself working behind the scenes creating music rather than out front on stage.

In Music Technology you will begin learning industry knowledge to set up music equipment, record sound and manipulate audio using DAWs (Digital Audio Workstations).

Students will be introduced to scientific principles of sound, how to use microphones and mixing desks, and creatively apply this knowledge to sound for gaming, film or music.

This subject is designed to compliment pathways in the music, gaming, film industry as well as content creation for social media marketing.

It is not necessary for students to be able to play and instrument but they do require a passion for music and technology.



**YEAR 9-12
STREAMS**

**PERFORMING
ARTS**

**Suits students
interested in >**

- Listening to, discussing, researching, and creating Music
- Using computer programs to work collaboratively with other students
- Learning about the development of the Music Industry

Possible pathways >

- VCE Music
- VCE Music Inquiry

Photography



What will I learn?

In this subject, you will build on the skills developed in Photography, this subject extends students' technical and conceptual understanding of both film SLR and digital photography, with a focus on developing a photographic visual diary. Students complete practical tasks including shooting with SLR cameras and learning black and white film processing in the darkroom. They explore the work of various artists and digital media to inform their own practice. A final folio is produced, exploring methods of making and exhibiting photographic work, preparing students for VCE Art Making and Exhibiting – Photography.



Subject contribution \$75



**YEAR 9-12
STREAMS**

VISUAL ARTS

**Suits students
interested in >**

- Taking photos using a film camera
- Taking photos using a SLR Camera
- Developing photos in the Dark Room
- Editing Photographs in Adobe Digital Programs
- Groups and Independent tasks
- Learning about Artists and Analysing artworks

Possible pathways >

- VCE: Art Creative Practice
- VCE: Art Making and Exhibiting Photography

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 10 Studies



HOME

[MIDDLE SCHOOL PATHWAYS](#)[YEAR 9 STUDIES](#)[SENIOR SCHOOL PATHWAYS](#)[YEAR 10 STUDIES](#)[VCE STUDIES](#)[VET STUDIES](#)[VCE VOCATIONAL MAJOR](#)[GLOSSARY](#)[COLLEGE CONTACTS](#)

Visual Communication and Design (VCD)



What will I learn?

In this subject, students will undertake similar design processes that professional designers undertake when developing designs and final presentations.

Topics you can select from will include architecture, fashion, auto, interior design, T-shirt design, store displays, 3D model making, poster promotions, cover art, graphic novels, corporate branding and product designs (i.e. electrical goods and toys).

This elective will broaden your design skills and knowledge. You'll have access to Adobe and 3D modelling software. This is a great opportunity for you to advance your skills and leap into VCE Visual Communication Design (VCD) at Year 11 and Year 12.



Subject contribution \$30



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- VCE Visual Communication Design
- VCE Media
- VCE Art
- VCE Studio Arts – Photography

Possible pathways >

- VCE: Visual Communication and Design

VCE Theatre Studies



What will I learn?

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply Production roles, including acting, to study the nature, diversity and characteristics of theatre as an art form.

UNIT 1

Students study pre-modern theatre styles and apply Production roles such as set, lighting, make-up, costume and acting from each era and take them from page to stage. Students also view and analysis a live performance.

UNIT 2

Students study a range of modern theatrical styles, applying Production roles such as makeup, set, publicity, costume and acting to a range of scripts from each era. They also complete a performance analysis and apply these skills to a performance from the modern era.



For more details on VCE Theatre Studies please click here.



This is equivalent to a Year 11 subject and therefore is a year long subject. students are advised to speak to a Drama staff member regarding eligibility. However, students should ensure they are prepared to achieve their best in this subject by using the Early Start criteria as guide.



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Theatre and plays
- Acting
- Performance
- Production roles (i.e. set, makeup, costume, etc.)

Possible pathways >

- VCE Theatre Studies
- VCE Drama

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts



YEAR 10 Studies



VCE/VET Dance

Certificate II in Dance

COURSE CODE: CUA20120



What will I learn?

The VET Dance program is a practical course for dancers. This course is part of the CUA20120 Live Performance Training Package, Dance Qualifications endorsed in 2011. This means that students who successfully complete CUA20120 Certificate II in Dance obtain a qualification that is recognised Australia wide.

In addition, the VET Dance program includes elective dance performance Units at Certificate III level. Students undertaking scored assessment will complete two Level 3 dance electives.

St Helena Secondary College has designed its VCE VET Dance program to cater for a range of learning styles.

The course is a program of active experiences where students engage physically in dance classes, rehearsals, auditions, performance, dance scenarios and case studies, as well as enquiry based learning such as independent research and group presentations.



For more details on VET Dance please click here.



This is equivalent to a Year 11 subject and therefore is a year long subject.

Students are not required to meet the Early Start eligibility criteria as it is being offered in place of a Year 10 equivalent. However, students should ensure they are prepared to achieve their best in this subject by using the Early Start criteria as guide.



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Dancing/performance
- Dance styles and choreography
- Expressive movement
- Creativity
- Kinaesthetic learning
- Body and movement

Possible pathways >

- VCE Dance
- VET Dance

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

DOMAIN SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Music
- > Performing Arts
- > Visual Arts



VCE Studies >

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE

THE NATURE OF THE VCE

ASSESSMENT & REPORTING

HIGHER EDUCATION IN VCE

VCE SUBJECT OVERVIEW

VCE SUBJECT INDEX



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

The nature of the VCE

Most students look forward to VCE with a mixture of excitement and trepidation. The results of the VCE form the basis for selection into the vast majority of tertiary courses.

The Victorian Certificate of Education (VCE) is usually a two year course of study. The Victorian Curriculum and Assessment Authority (VCAA) implements and manages the VCE.

All studies are organised into semester Units. Units 1 & 2 are usually undertaken in Year 11 and Units 3 & 4 are usually undertaken in Year 12. At St Helena Secondary College students typically take 12 Units in Year 11 and a further 10 Units in Year 12.

VCAA will not permit Unit 3 or Unit 4 studies to be taken separately. It is only possible to enrol for Units 3 & 4 together.

Student performance in Unit 3 & 4 sequences is assessed by:

- A series of tasks, School Assessed Coursework (SACs) and School Assessed Tasks (SATs), which are to be completed mainly in class time under teacher supervision. These are directly linked to classroom teaching programs
- Externally set examinations.

Variations to the VCE

A number of variations to the normal pattern should be considered.

- Some students may begin their VCE in Year 10.
- Students normally continue the subjects chosen for the whole of Year 11 however, there may be an opportunity to change the approved course for the second semester if space exists in other subjects.
- Some students will wish to take a sixth Unit 3 & 4 subject to maintain a wider range of tertiary prerequisites and to improve their Australian Tertiary Admissions Rank (ATAR). They are offered the opportunity to study a Unit 3 & 4 subject during Year 11, but would need to show high achievement and well developed study habits to be considered for this option.

For suitable students this plan would not only improve their final ATAR, but provide better preparation for Year 12. Not every subject is suitable for this approach, so students interested in this arrangement should discuss their course plans carefully with their Form Teacher and the Senior School Managers. In special circumstances it may be possible to arrange a part-time course which would complete the VCE over more than two years.

For more information

- VTAC website:
www.vtac.edu.au
- The ATAR explained
www.vtac.edu.au/results-offers/atar-explained.html
- My Future Website:
www.myfuture.edu.au

Satisfactory completion of the VCE

To **satisfactory complete the VCE** a student must have a **satisfactory result (S)** for a **minimum of 16 units**. This must include:

- at least three units from the English Group, two of which must be a Unit 3 & 4 sequence
- an additional three Unit 3 & 4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

Satisfactory completion of a VCE Unit

In order to gain credit for a VCE Unit, students must satisfy their teacher that they have achieved what the VCAA refers to as 'Learning Outcomes' of the study. This requires that students ensure that they can demonstrate that they understand the knowledge and possess the skills involved. School Assessed Coursework (SAC) and School Assessed Tasks (SAT) are graded and used to assess learning outcomes.

At the end of a Unit the school will report a student's result to the VCAA as 'S' (Satisfactory) or 'N' (Not Satisfactory). This information will be reported on the student's VCE certificate.

Assessment and Reporting of VET Units

VCE/VET Units focus on students achieving certain competencies and gaining particular work place skills. VET Units are made up of a number of VET modules. Attainment of these competencies and skills is reported by giving students credit for the VET module within the VCE/VET Unit.

If a VET Program has an exam, this means that a VET program can contribute as one of the primary four in the ATAR calculation. When scored assessment is available and a student chooses not to do it then the VCE VET Unit will not contribute to their ATAR. If scored assessment is possible, the VET program contributes 10% of the student's best four towards the ATAR calculation.

Reporting for Units 3 & 4

Students undertaking Unit 3 & 4 sequences will receive, at the conclusion of the study, a study score (out of 50) based on their performance in internal Assessment Tasks (SACs and/or SATs) and Examinations in every subject.

These individual study scores form the basis of the calculation of a student's ATAR (for tertiary selection purposes).

Australian Tertiary Admissions Rank (ATAR)

Scores obtained in Unit 3 & 4 sequences are a key criterion for selection into over half of all university and some TAFE courses. These scores are used by the Victorian Tertiary Admissions Centre (VTAC) to calculate a single score called the Australian Tertiary Admissions Rank (ATAR).

A student's ATAR score is a key determinant of that student's ability to be selected for these particular courses. The ATAR is generated from the scores obtained by a student in the English requirement, the next best three studies and 10% of up to two other studies. Approved VCE VET Unit 3 & 4 sequences with assessment tasks and study score may be included in a student's 'primary four' studies for the purposes of calculating a student's ATAR.

Scaling

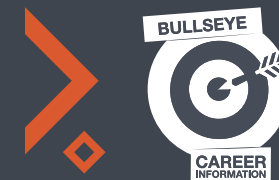
Because some subjects are marked harder or easier than others in giving grades, a process called scaling is used to adjust the grades so that the whole system is fair. If you work hard in two subjects that you are as good at, the scaling process means that you should end up with the same score for each. This process is also used for the mathematics subjects, so that you are likely to get the best marks by choosing the maths subject which best matches your ability in maths.

Overall, the system means that you can choose the subjects that you enjoy without worrying about scaling. It will happen in the background to make the system fair.

HOME

[MIDDLE SCHOOL PATHWAYS](#)[YEAR 9 STUDIES](#)[SENIOR SCHOOL PATHWAYS](#)[YEAR 10 STUDIES](#)[VCE STUDIES](#)[VET STUDIES](#)[VCE VOCATIONAL MAJOR](#)[GLOSSARY](#)[COLLEGE CONTACTS](#)

VCE Higher Education in VCE



The Higher Education in VCE Studies (HEVS) program, may interest students who are studying two VCE subjects in year 11, or students wishing to experience University subjects in advance of starting University.

To be eligible for this program, students will need to have a Pathways meeting with a member of the Pathways Team or Senior School and be able to demonstrate that their academic performance will meet the entry requirement for the University. This will usually be an overall of 80% Grade Point Average.

Prerequisites are required for most subjects across all Universities. They will also require a copy of your Semester One Report initially, then a copy of your Semester 2 Report and VCE Units 3 & 4 Study Score in December. Please check the online links provided and lists on the next pages for VCE subjects you require to apply for these HEVS subjects.

Students will need to flag their interest in potentially doing an Extension Studies University subject in Year 12, when they do their Subject Selections online. There is no guarantee a student who is interested in doing an Extension subject will be approved by the College or the University for participation.

Universities open their application process in August and usually run an information and enrolment session in November, approving the student into the subjects offered.

Students are able to only do one HEVS subject, selecting a pair of University first year subjects (Units 3 & 4 VCE equivalent) for the year.

Fees are approximately \$900-\$1000 (\$450 each semester subject). This is a substantially reduced price from normal first year University subject fees.

Most universities will give Recognition of Prior Learning (RPL) credits for the HEVS subjects in their Bachelor Degrees, with some (La Trobe) using results from the HEVS subjects to pathway into a certain degree if the results are higher than 70%.

The attendance required will vary between universities, with some online lectures, but between 4-6 hours of face to face attendance either at the University or at a designated Secondary School, for tutorials, labs and practical classes.

The HEVS subject will only be recognised as the 5th, 6th or 7th subject towards the ATAR with results accounting for the equivalent of:

Result	Points	Study Score Equivalent
90%+	5.0 points	50
80 – 90	4.5 points	45
70 – 80	4.0 points	40
60 – 70	3.5 points	35
50 – 60	3.0 points	30

St Helena will have further information on the Higher Education in VCE Studies at the VCE Information night early in term 3, with a

representative from La Trobe University present on the night, where questions about the program can be asked and answered.

For further information on available subjects and different university programs, click on the links provided below:

- **La Trobe University – VCE Plus**
🔗 www.latrobe.edu.au/study/vce-plus
- **RMIT University – VCE Extension Studies**
🔗 www.rmit.edu.au/study-with-us/levels-of-study/pre-university-study/rmit-extension
- **Monash University – Monash Extension**
🔗 www.monash.edu/study/why-choose-monash/information-for-high-achieving-students/monash-extension
- **Monash Extension Brochure**
🔗 www.monash.edu/_data/assets/pdf_file/0006/974796/Monash-Extension-2018.pdf
- **University of Melbourne – Extension Program**
🔗 www.futurestudents.unimelb.edu.au/info/school-students/extension-program
- **Deakin University – Extension Studies**
🔗 www.deakin.edu.au/study-at-deakin/study-options-and-pathways/vce-extension-studies-program

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

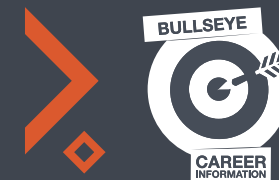
VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VCE Higher Education in VCE



University Subjects

The Higher Education Studies Program is offered by higher education institutions (universities) and the VCAA. Two types of study, Extension and Advanced Standing are offered through this program.

An Extension study is a first-year Higher Education study that is:

Equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year university course of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

Equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year course is comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3 and 4 study of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Why do a Higher Education study?

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

Eligibility

Higher Education studies are designed for high-achieving, interested and able VCE students.

Students undertaking the International Baccalaureate are not eligible for this program.

Schools wishing to join the program should discuss their participation directly with the Higher Education institution concerned. Schools also have the responsibility of counselling students regarding the prerequisite requirements for each Higher Education study.

Schools recommend students for participation in the program. The principal of the school will certify that selected students meet the guidelines provided by the Higher Education institutions, which may include specific tests.

Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the Higher Education study in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Units 3 and 4 sequence towards the VCE, in the same year in which they enrol in the Higher Education study.

Summary of Higher Education studies offered by participating universities

<https://www.vcaa.vic.edu.au/sites/default/files/2025-04/2025HigherEducationStudiesSummaryOfCourses.docx>

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

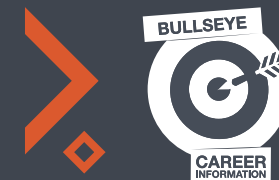
VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



CHES Application Process



VCE Subjects at CHES

The Centre for Higher Education Studies (CHES) provides VCE subjects for high-achieving and high-ability students in Victorian government schools. These selected VCE subjects are highly regarded and typically have great appeal for high-ability students:

- Algorithmics Units 3 & 4
- English Language Units 1 - 4
- Extended Investigation Units 3 & 4
- Specialist Mathematics Units 1 - 4

Students accepted into a VCE subject at CHES will also have access to our Student Enrichment Series providing masterclasses, seminars and mentoring opportunities.

How do I apply to enrol in a VCE subject through CHES?

There is no entrance exam to enrol in a VCE subject at CHES. An online application will be available from 13 June via the CHES website: www.ches.vic.edu.au

The student application has two parts:

Section one	Completed by you and your parent/carer
Section two	Completed by your school. Your school Principal will be asked to share some of your academic data, a statement that confirms your suitability for a CHES program and any special or extenuating circumstances. Your application must be approved by your Principal.

CHES will consider a range of information when selecting students for its VCE programs including current results and statements provided by your school. As part of your application you will provide a statement outlining your desire to study at CHES and reflecting your interest and suitability for the program.

Are there subject prerequisites?

Algorithmics: Students applying to study Algorithmics Unit 3 & 4 will have completed, or be studying concurrently, Units 1 & 2 Mathematical Methods. It is also expected that you will have the capacity or potential for developing strong problem-solving skills.

English Language: There are no prerequisites for entry to Units 1 & 2. It is strongly recommended that students have completed Units 1 & 2 prior to commencing Units 3 & 4. Students are strongly encouraged to only enrol in English Language through CHES if they are completing another English subject (English or Literature) in their base school.

Extended Investigation: There are no prerequisites Extended Investigation Units 3 & 4. It is expected that you will possess the capacity or potential to develop critical thinking and independent research skills. Strong literacy skills are essential.

Specialist Mathematics: Students completing Units 1 & 2 Specialist Mathematics must be completing concurrently, or will have already completed, Units 1 & 2 Mathematical Methods.

Students completing Units 3 & 4 Specialist Mathematics must be completing concurrently, or will have already completed, Units 3 & 4 Mathematical Methods.

It is strongly recommended students complete Units 1 & 2 Specialist Mathematics before commencing Units 3 & 4. Students will only be permitted to enrol in Specialist Mathematics at CHES if the subject is not offered or run in their base school.

To be considered for a VCE subject through CHES you must be undertaking the majority of your studies at a Victorian government school. You must also maintain your enrolment in a Victorian government school, as your main school, for the duration of your studies at CHES.

Can I apply for more than one VCE subject at CHES?

You will not be restricted from participating in more than one CHES subject per year however it is not advised. You may apply to enrol in any of the VCE subjects available but will need to complete a separate application for each subject. You will be contacted to indicate your preference if spaces are limited.

If I enrol in a VCE subject through CHES, can I also apply to study a HES?

It is not recommended that you study a VCE subject through CHES as well as a Higher Education Study (HES) through CHES in the same year. Applications for both VCE and HES through CHES will require strong support from the base school and will be assessed on a case-by-case basis.

How will my application be assessed?

Applications will be assessed on merit by a committee convened by the CHES Principal. There is no limit on the number of applications that can be received, nor the number of students that can be enrolled at CHES, from any one school. Every application will be given equal consideration.

When are CHES VCE classes held?

All VCE subjects will be taught by CHES teachers. Timetables will be confirmed at the beginning of each school year in consultation with students. Students will be required to attend one live lesson and one tutorial each week, either in person or online.

What is the time commitment? What are the attendance requirements?

The time requirements for CHES VCE subjects are equivalent to the time allocation for other VCE subjects. You will be required to attend a minimum of 90% of the scheduled classes for satisfactory completion. You may choose to attend onsite, virtually, or a combination of both. When you are undertaking CHES programs remotely you'll need to ensure that you have suitable camera and microphone technology so that your teacher can verify your attendance and so that you can engage fully in our classes.

Can I enrol in a CHES subject in Year 9 or 10 or earlier?

CHES VCE courses are designed for senior secondary students (i.e. Year 11 or Year 12 students). Applications to undertake a CHES course from students in Year 10 or below will only be considered for exceptional circumstances on a case-by-case basis.

How can I find out more?

Please visit our website for more information and to register for updates www.ches.vic.edu.au

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VCE Subject overview



 **YEAR 9-12 STREAMS**

 **PATHWAYS GUIDE**

 Use your zoom in feature to view the contents of this page.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

CORE SUBJECTS

CORE • English



ENGLISH

ELECTIVES

- Literature

Careers

- Actor
- Advertising or Copywriter
- Attorney or Law Clerk
- Author or Book Publisher
- Bank Officer
- Film, Stage and TV Director or Editor
- Journalism or Media Presenter
- Interpreter
- Library Technician or Bookstore Manager
- Marketing or PR Officer



LANGUAGES

ELECTIVES

- Italian

Careers

- Customs, Immigration or Border Protection
- Foreign Affairs or Aid Agencies
- Flight Attendant
- Hansard Reporter
- Media
- Research Assistant
- Social or Community Work
- Trade, Importer or Exporter
- Translator or Interpreter
- Tourism, Travel Consultant or Tour Guide

ELECTIVE SUBJECTS

In addition to the **English** (compulsory subject) subject students will need to select a range of VCE Unit 1, 2, 3 & 4 elective subjects:

- In a standard program students typically take 12 Units in Year 11 and a further 10 Units in Year 12 including English.
- Students must be enrolled in both Unit 3 & Unit 4 of a subject.
- All courses have minimum enrolment requirements. They will not run if quotas are not reached.



HEALTH & PE

ELECTIVES

- Health and Human Development
- Outdoor & Environmental Studies (Available to Year 10 students only)
- Physical Education
- VET Early Childhood Education
- VET Sport, Aquatics and Recreation

Careers

- Army Soldier
- Deckhand or Diver
- Driller's Assistant
- Firefighter
- Fitness Instructor
- Health and Fitness Consultant
- PE or Health Teacher
- Sporting Associations
- Sports Coach
- Sports Development
- Sports Journalist
- Outdoor Adventure or Tour Guide
- Park Ranger or Landcare Officer



HUMANITIES

ELECTIVES

- Accounting
- Politics
- Business Management
- Economics
- Geography
- History – 20th Century (Units 1 & 2)
- History – Global Empires (Units 1 & 2)
- History – Revolutions (Units 3 & 4)
- Legal Studies
- Philosophy

Careers

- Accountant, Auditor, Economist or Commodities Trader
- Finance Manager, Credit Officer, Planner or Broker
- Foreign Affairs Officer
- Hospital Administrator
- Importer and Exporter
- Industrial Relations
- Investment Analyst or Banker
- Land Economist



MATHS

ELECTIVES

- Mathematics – Foundation Maths
- Mathematics – General Maths
- Mathematics – Maths Methods
- Mathematics – Specialist Maths

Careers

- Actuarial or Applied Mathematics
- Anatomist or Physiologist
- Biomathematics
- Biostatistics
- Branded Content Strategist
- Computer Science
- Digital Marketing
- Health Diagnostic Professional
- Health Promotion Officer
- Global Digital Communication Manager
- Occupational Health Professional
- Primary or Secondary School Teacher
- Psychologist
- Sports Administrator



TECHNOLOGY

ELECTIVES

- Product Design: Wood/Metal/Plastics
- Product Design: Textiles
- Food Studies
- Systems Engineering
- VET Automotive
- VET Building and Construction
- VET Cookery

Careers

- Bricklayer or Stonemason
- Building Contractor or Technician
- Cabinet Maker
- Carpenter or Joiner
- Concretor or Steel Fixer
- Mechanic
- Painter or Decorator
- Plasterer
- Roofer
- Shopfitter
- Tiler – Wall & Floor



SCIENCE

ELECTIVES

- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology

Careers

- Agriculture
- Architecture
- Biologist, Pathologist or Technician
- Medicine: Nursing, Dentistry, Optometry, Physiotherapy, Psychology or Speech Pathology
- Engineering
- Food or Environmental Science
- Pharmacist
- Research or Teaching
- Rocket Scientist
- Urban Planning
- Veterinary Medicine



THE ARTS

ELECTIVES

- Art Creative Practice
- Art Making and Exhibiting – Photography
- Drama (Units 3 & 4 only)
- Media
- Music Performance
- Theatre Studies
- Visual Communication and Design
- VCE Dance
- VET Dance

Careers

- Actor, Performer, Dancer
- Animator, Artist, Illustrator or Sculptor
- Costume or Fashion Designer
- Craftsperson or Engraver
- Graphic Designer
- Make-up Artist
- Museum Officer
- Musician or technician
- Photographer
- Visual Merchandiser

Other **optional** programs include:

-  VET Subjects
-  VCE Vocational Major
-  HEVS Extensions Studies Program



INFORMATION TECHNOLOGY

ELECTIVES

- Computing
- VET Information Technology

Careers

- Administrator
- C++ developer or C# Engineer
- Java Architect or Engineer
- Programmer Analyst
- Software Engineer or Analyst
- Support Specialist
- System Administrator, Analyst, Architect or Designer
- Web Administrator
- Web Developer

VCE Subject index



 **YEAR 9-12
STREAMS**

 **PATHWAYS
GUIDE**

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



ENGLISH

 ENGLISH

LITERATURE



HEALTH & PE

HEALTH AND HUMAN DEVELOPMENT

OUTDOOR & ENVIRONMENTAL STUDIES

PHYSICAL EDUCATION

VET EARLY CHILDHOOD EDUCATION

VET SPORT, AQUATICS AND RECREATION



HUMANITIES

ACCOUNTING

POLITICS

BUSINESS MANAGEMENT

ECONOMICS

GEOGRAPHY

MODERN HISTORY (UNITS 1 & 2)

EMPIRES (UNITS 1 & 2)

HISTORY – REVOLUTIONS (UNITS 3 & 4)

LEGAL STUDIES

PHILOSOPHY



INFORMATION TECHNOLOGY

COMPUTING



LANGUAGES

ITALIAN



MATHS

MATHEMATICS – FOUNDATION MATHS

MATHEMATICS – GENERAL MATHS

MATHEMATICS – MATHEMATICS METHODS

MATHEMATICS – SPECIALIST MATHS



SCIENCE

BIOLOGY

CHEMISTRY

ENVIRONMENTAL SCIENCE

PHYSICS

PSYCHOLOGY



TECHNOLOGY

FOOD STUDIES

PRODUCT DESIGN: TEXTILES

PRODUCT DESIGN: WOOD/METAL/PLASTICS

SYSTEMS ENGINEERING

VET AUTOMOTIVE

VET BUILDING AND CONSTRUCTION

VET COOKERY



THE ARTS

ART CREATIVE PRACTICE

ART MAKING AND EXHIBITING –
PHOTOGRAPHY

DRAMA (UNITS 3 & 4 ONLY)

MEDIA

YEAR 11 MUSIC

YEAR 12 MUSIC PERFORMANCE

THEATRE STUDIES

VCE DANCE (UNITS 3 & 4 ONLY)

VET DANCE

VISUAL COMMUNICATION AND DESIGN



Core Subject



VCE Studies



SUBJECT SNAPSHOT

DO YOU ENJOY...

> English?



PATHWAYS GUIDE

> Media/Journalism



YEAR 9-12 STREAMS

ENGLISH

Suits students interested in >

- Current Affairs
- Creative writing
- Reading and Literature
- Critical Thinking

Possible pathways >

- Author/writer
- Journalist
- Teacher
- Library technician/assistant
- Historian
- Interpreter
- Secretary



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

“English is a subject that every student can relate to. Each topic explores a variety of ideas and theses which encourage them to be open minded. The topic 'the outcome on Protest writing asks us to venture beneath...' forces us to venture beneath surface ideas to find deeper ideas and to create more versatile pieces of work.

- Natasha, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

English

UNIT 1 & 2



What will I learn?

Students' VCE English journey starts here.

In Unit 1 students read and respond to texts creatively. They respond to and create their own texts intended to enlighten and entertain their audiences. Students develop their skills in creating written, spoken, and multi-modal texts.

Students will:

- Explore inferential reading and a variety of viewing strategies
- Explore ideas, concerns and tensions found in a text they have explored and ones they create
- Identify how various vocabulary, text structures and language features are used in a text
- Create personal and analytical writing in response to a text

In Unit 2 students compare the presentation of ideas, issues, and themes in texts. They analyse arguments presented and the use of persuasive language in texts. Students can develop their skills in creating written and multimodal texts.

In this unit, students will:

- Identify, explain, and analyse various elements associated with texts, including characters, themes, features, and impact on audiences
- Apply the conventions of oral presentations in the delivery of spoken texts
- Critically analyse the way writers use language to persuade and position audiences
- Plan analytical responses and texts that present an argument

UNIT 3 & 4



What will I learn?

In Units 3 and 4 English, students will continue their study of the language and manipulation of the media, learn more about current issues, and become informed critics. Students will also study a variety of texts, including print, multimedia, and film. Students will develop creative ideas relating to a nominated text as well as write a sustained and carefully constructed text response to another nominated text. They will also study different texts and focus on the authors views and values and how this has shaped the narrative.

The end of year exam provides students with an opportunity to showcase their English skills in three areas: using language to persuade, creative writing using mentor texts as inspiration and reading, responding and analysis of texts.



English is a compulsory subject.

A study score of at least 25 is required for most University Courses.

VCE Studies



“

I particularly enjoy Literature because it allows me to search for deeper value in my analysis of texts. It enhances my ability to interpret texts and opens up more avenues for creative and analytical writing.

- Luke, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Literature

UNIT 1 & 2



What will I learn?

In Unit 1 study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts.

In Unit 2 students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations, through Voices of Country to text in context students examine the ways readers understand text considering its historical context, and social and cultural values.

UNIT 3 & 4



What will I learn?

In Unit 3 students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

In Unit 4 students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure.



Possible excursions to performances



Students with an average of 80% in Year 10 English can choose Literature as their compulsory English subject for Units 1-4

SUBJECT SNAPSHOT

DO YOU ENJOY...

> English?



PATHWAYS GUIDE

> Media/Journalism



YEAR 9-12 STREAMS

ENGLISH

Suits students interested in >

- Reading a wide range of Literature
- Writing creatively
- Thinking critically

Possible pathways >

- Author/writer
- Academic
- Journalist
- Teacher
- Librarian
- Film/script writer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > P.E./Human Movement/ Sport & Recreation



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Health and health promotion
- The science of nutrition
- Prenatal and child development
- World health issues

Possible pathways >

- Physiotherapy
- Sports science
- Personal trainer
- PE teacher
- Sports coaching
- Nursing
- Health promotion
- Nutritionist



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

“

I recommend H&HD as it helps to teach us how to live healthily. You also learn about many health issues and what's being done about them. Classes are enjoyable and include group discussions.

- Ben, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Health & Human Development

UNIT 1 & 2



What will I learn?

In Unit 1, students explore the various definitions of health and wellbeing, while investigating the health status of Australia's youth through the use of current data. They consider the various factors that influence their own health and wellbeing including the role of nutrition and food selection in promoting short and long term health and wellbeing. Students will apply research skills to conduct an independent research project on a focus health issue relating to youth.

In Unit 2, students examine the developmental transition from youth to adulthood and gain an insight into the human lifespan. Students investigate the factors that influence development during the prenatal and early childhood stages of the lifespan. A key focus of this unit is to analyse the role of healthy and respectful relationships in achieving optimal health and well being. Australia's health care system is explored and students are given the opportunity to research health services in their local community.

UNIT 3 & 4



What will I learn?

In Unit 3, students begin to explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing and its importance as an individual and collective resource. They will look at health promotion and improvements in population health over time and analyse variations in health status of population groups within Australia. Students look at various health approaches and the interdependence of different models as they explore health improvements and evaluate successful programs.

In Unit 4, students examine health and wellbeing, and human development in a global context. They explore factors that contribute to health inequalities between and within countries and study the key concepts of sustainability and human development. They will consider the health implications of increased globalisation and investigate the United Nations' (UN's) Sustainable Design Goals (SDGs) and the work of the World Health Organization (WHO). Students investigate the role of government and non-government organisations and Australia's overseas aid program. Students also evaluate the effectiveness of aid programs and reflect on their own capacity to improve health and wellbeing and human development.



Planned excursions (Mercy Hospital: Mother Baby Unit) (St Helena Pre-school visit) with associated costs involved.

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > P.E./Human Movement/
Sport & Recreation



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Outdoor recreation
- Learning about the skills involved in engaging with the outdoors in a sustainable manner

Possible pathways >

- Tourism and nature-based tourism
- Tour guide
- Natural resource management
- Environmental research
- Agricultural engineer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Outdoor & Environmental Studies



UNIT 1 & 2



What will I learn?

In Unit 1, students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

In Unit 2, students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.



There will be costs associated with various camps and excursions that are run throughout the year.



Please note that students can only select Units 1 & 2 in Year 10, and Units 3 & 4 in Year 11. Units 3 & 4 will be offered from 2028.

HOME



MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



Physical Education



UNIT 1 & 2



What will I learn?

In Unit 1, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

In Unit 2 students develop an understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

UNIT 3 & 4



What will I learn?

Unit 3 introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > P.E./Human Movement/ Sport & Recreation



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Sport and exercise
- Health and fitness
- Training
- Physical activity

Possible pathways >

- Physiotherapy
- Sports science
- Personal trainer
- PE teacher
- Sports coaching
- Nursing
- Health promotion
- Nutritionist



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Accounting covers the financial aspects of business. It's a great way to show an employer that you value their business assets and gain experience before joining the work-force.

- Alicia, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Accounting

UNIT 1 & 2



What will I learn?

In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure. Students also begin to record, analyse, interpret and evaluate the performance of the business using financial and non-financial information and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on analysing and evaluating the performance of a business relating to inventory, accounts receivable, accounts payable and non-current assets. Students use relevant financial and other information to predict, budget for and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner, strategies to improve business performance.

UNIT 3 & 4



What will I learn?

In Unit 3, students focus on financial accounting for a trading business owned by a sole proprietor and highlight the role of accounting as an information system. Students use the double entry system of recording financial data to prepare and evaluate accounting reports while using the accrual basis of recording. Students will also record inventory in inventory cards using the First-In, First Out (FIFO) and Identified Cost methods, in addition to applying appropriate internal control procedures to protect business assets and suggesting strategies to improve the performance of a business.

In Unit 4, students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. Students consider the impact of decisions made on the performance of the business and interpret reports and information to suggest strategies to the owner to improve the performance of the business.



It is recommended that Unit 2 Accounting be completed before Units 3 & 4.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Statistics/Actuary
- > Business/Economics
- > Commerce/Business



YEAR 9-12 STREAMS

COMMERCE

Suits students interested in >

- Starting or managing their own business
- Learning the skills involved in effective financial management of a business

Possible pathways >

- Accountant/ Bookkeeper
- Auditor/Tax Agent
- Actuary/Budget Analyst
- Business Manager/Small Business
- Chief Finance Officer/Treasurer
- Finance Analyst
- Financial Planner/Advisor
- Forensic Accountant



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Politics exceeded all my expectations. It is relevant, eye-opening and interactive, with regular discussion about current political issues. Most importantly, it helps us in understanding this crazy world we live in and reveals how we can make a difference.

- Teagan, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Politics



UNIT 1 & 2



What will I learn?

In Unit 1, students explore how political actors use power to influence decisions, policies, and outcomes. Power may come from many sources, including economic strength, political position, or military capacity. Students learn that political issues often involve a clash between those who want to preserve the status quo and those pushing for change. Students investigate how power is used to resolve issues or escalate conflict, and they undertake a close study of a contested political issue in Australia. Students also consider global actors, such as the United Nations or multinational corporations, and explore how they cooperate or compete across borders to pursue their interests. All examples used focus on the past 10 years to ensure a contemporary understanding of political dynamics.

In Unit 2, students examine the key principles of democracy and explore how these are upheld, experienced and sometimes challenged in different political systems. Focusing on Australia and selected international examples, students investigate how well democratic ideals are maintained and how they may be tested by political issues or crises. They explore the impact of global political trends, movements and actors that can threaten or undermine democratic practices. Students complete an in-depth investigation of a contemporary political issue or crisis that challenges democratic principles, building their understanding of both the fragility and resilience of democracy in the modern world.

UNIT 3 & 4



What will I learn?

In Unit 3, students explore a major global issue and a contemporary humanitarian crisis that challenge the international community. They begin with an investigation into a global issue such as climate change, global economic instability, development, or weapons of mass destruction. They then examine the causes and consequences of a humanitarian crisis, such as human rights abuses, armed conflict or mass displacement, that has spread beyond one state and demands international response. Students analyse the roles and perspectives of global actors, including states, regional groupings, institutions of global governance, and non-state actors. They assess the varied responses to these challenges and evaluate the extent to which global actors contribute to political stability or change.

In Unit 4, students examine the strategic competition for power and influence in the Indo-Pacific region. They investigate the interests and actions of global actors in the region, including the challenges to cooperation and stability. Students undertake a detailed case study of one state, chosen from China, Japan, India, Indonesia or the United States, to understand how it pursues its national interests. They also consider Australia's strategic role by analysing its relationships with one Pacific Island state and two other regional states, and evaluating how its responses shape political outcomes in the region.



No fees associated with the subject, but students will be required to purchase the subject textbook.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Media/Journalism
- > Business/Economics
- > Commerce/Business



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Debating and discussing global political issues
- Gathering research to make informed judgements
- Working independently to complete written assessments and multimedia presentations

Possible pathways >

- International Relations
- Politician/ Parliamentarian
- Journalist
- Court Officer
- Public servant



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Business Management gives you an interesting and informative introduction to the business world.

- Sambika, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Business Management



UNIT 1 & 2



What will I learn?

In Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing. Students analyse case studies and contemporary examples of business management and apply business management knowledge to practical and simulated business situations.

In Unit 2, students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

UNIT 3 & 4



What will I learn?

In Unit 3, students explore the types of businesses in Australia and the styles and skills used by managers to operate them. Students learn about specific areas of management responsibility including Human Resource Management and Operations Management, to develop a complex understanding of how businesses are arranged to meet objectives. Students examine a range of theories/strategies for improving the performance of employees and optimising business operations.

In Unit 4 students develop an understanding of why businesses need to change by evaluating performance indicators. Students learn about, apply and evaluate a range of change management theories and strategies to contemporary business situations, to explore how businesses can (and do) manage change effectively.



Planned excursions (e.g. LaTrobe University Business Forum, Yarra Valley Chocolaterie tour) with associated costs involved.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Statistics/Actuary
- > Business/Economics
- > Commerce/Business



YEAR 9-12 STREAMS

COMMERCE

Suits students interested in >

- Businesses and how they operate to produce the goods/services we enjoy in our everyday lives
- Learning about the skills involved in establishing and running a successful business

Possible pathways >

- Small business Manager
- Corporate management
- Human Resource Management
- Business Analyst
- Consultant



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Ever wondered what the news reporters are on about when they mention finance and the Dow Jones? Or why milk is suddenly \$2? Economics provides insight as to how the finance in Australia keeps us running.

- Ryan, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Economics



UNIT 1 & 2



What will I learn?

In Unit 1, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

In Unit 2, students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective.

UNIT 3 & 4



What will I learn?

In Unit 3, students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. Students investigate the importance of international economic relationships and the effect of these on Australian living standards.

In Unit 4, students develop an understanding of how the Australian Government can directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.



Planned excursions (e.g. La Trobe Business Forum) with associated costs involved.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Statistics/Actuary
- > Business/Economics
- > Commerce/Business



YEAR 9-12 STREAMS

COMMERCE

Suits students interested in >

- How the economy and markets work
- Analysing economic data and trends
- Where government funding goes and why
- The Federal Budget
- How we can maximise living standards and reduce poverty

Possible pathways >

- Business/Management Consultant
- Data, Investment, Pricing, Market Research or Real Estate Analyst
- Economist/Securities Trader
- Financial Advisor, Analyst or Controller
- Marketing Manager
- Portfolio Manager



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Geography teaches you to see the world very differently.

- Andrew, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Geography

VCE Geography offers an exciting and hands-on way of exploring and understanding the world we live in. Through geography students will learn how to use geospatial technologies, in the classroom and through fieldwork. Across Units 1, 2 & 3, fieldwork is used to investigate sustainability, environments and change.

UNIT 1 & 2



What will I learn?

Bushfires, floods, climate change, cane toads, malaria. What do these have in common? In Unit 1, we examine the processes involved with these types of hazards and how humans respond to them. We investigate the causes, and impacts of hazards, along with the interconnections between them. We will find out what the difference between a hazard and disaster is, and where they occur, as well as their causes, short- and long- term impacts and how we can reduce the harm caused.

In the pre-COVID world Tourism was a major global industry, and in Unit 2 students will explore the local, national and international tourism industries and monitor their recovery.. We investigate the nature of tourism by learning about different tourism destinations, why they appeal, and the impact of tourism on place. Areas of investigation include how to sustainably manage tourism at all scales, from within Melbourne and the Yarra Valley, to the Great Barrier Reef, Antarctica and even Auschwitz.

Integrated into Unit 1 & 2 are fieldwork excursions, where students have the opportunity to be hands-on in their exploration of the topic, and find their own data to back up and support their hypothesis.

UNIT 3 & 4



What will I learn?

Unit 3 involves an investigation into land use change, and a study of how land cover changes because of the processes of deforestation, and melting glaciers and ice sheets. These processes are continuing to cause significant impacts to human lives all around the globe. We will use case studies to understand the impacts of land cover change on the environment, economy and society at a range of scales, and to investigate the solutions and ways to mitigate the negative impacts. Unit 3 also involves a fieldwork report, where the class will determine a hypothesis about land use change in the City of Melbourne. Data will be collected by the students to find answers to their questions and hypothesis.

7.9 billion people and growing. Where do they live? What issues do they face?

In Unit 4, we investigate issues surrounding human population, trends in different countries (such as Japan's aging population, or South Sudan's growth rate), and the global issues we face. We will investigate countries with massive populations, and their policies to address the issues around population dynamics, i.e. the 4-2-1 Policy in China, versus the need for migration to maintain a stable population in Australia.



Units 1, 2 and 3 have compulsory fieldwork days, therefore there will be associated costs involved.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Environmental Sciences
- > Engineering



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- The natural and human environment
- Understanding the world around them
- Group/collaborative work and problem solving
- Debating and discussing global geographical issues
- Completing fieldwork

Possible pathways >

- Urban Planner
- Landscape Architect
- Mining Engineer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



- ◆ There are two VCE History subjects offered at Units 1 & 2: **Modern History** and **Empires**. In the event that a student's choice of Year 11 History does not run, students will be given the option of either Modern History or Empires, depending on which class has the most numbers. We also offer the hybrid of Modern History and Empires. That consists of Modern History for Unit 1, Empires (British) for Unit 2

Modern History

UNIT 1 & 2

What will I learn?

In Unit 1 students explore the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They explore the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period with reference to particular forms of cultural expression from the period.

In Unit 2 students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, as well as the causes of the end of the Cold War and the collapse of the USSR. They look at the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century

Empires

(preferred History pathway)

UNIT 1 & 2

What will I learn?

Unit 1&2: Empires

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Students examine the features of empires and what contributed to their rise and expansion, looking at how rulers sought economic and political advantage, spreading their power and influence into newly explored parts of the world such as Africa, the Americas and Asia. Their quest for power and the acquisition of new territories challenged traditional beliefs and views of the world. In addition, innovations in technology, navigation and military equipment were developed to enable successful acquisition of new territories and trading hubs.

Students also immerse themselves in the challenges and changes facing the empire in the age of imperialism, where imperial exploitation of colonial outposts and occupied territories drastically affected the indigenous peoples and the colonial societies. The local and international rivalries that ensued had an impact on the management and defence of empires. Wars and conflicts escalated as the quest for territorial power and resources intensified, culminating in the Seven Year's War, which later influenced the revolutions within America, France and Haiti.

Unit 1 – The Spanish Empire (1492 – 1713)
Unit 2 – The British Empire (1583 – 1788)

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Humanities/Arts
- > Media/Journalism



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- **Human Nature:** Understanding the problems we see in the world around us.
- **Detective Stories:** Finding the who, what, where, when and why is the basis of a historian's world.
- **Challenging the Status Quo:** Understanding how people have done this for generations.
- **Problem Solving:** History asks you to think outside the box.

Possible pathways >

- Teacher/Historian
- Journalist/Editor
- Lawyer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



◆ St Helena chooses to offer 'Revolutions' as the Unit 3 & 4 History subject.

HISTORY – Revolutions

UNIT 3 & 4



What will I learn?

In Unit 3 students investigate the causes, course and consequences of revolution, focusing on the American Revolution (1776) and the French Revolution (1789). Students explore how social tensions, Enlightenment ideas, economic pressures and political conflict led people to challenge authority and demand change. They examine how revolutionaries seized power and how new societies were built, often amidst violence, upheaval and internal divisions.

Students analyse key events, individuals, groups and ideologies that shaped the revolution and the revolutionary experience. In the American Revolution, they consider the transition from colony to republic and the tensions between ideals of liberty and the realities of race, class and gender. In the French Revolution, students explore the fall of the monarchy, the rise of radicalism, and the impact of terror and war on revolutionary ideals.

In Unit 4 students evaluate the outcomes and consequences of the revolutions. They analyse the extent to which revolutionary ideals were achieved, and the ways new governments dealt with dissent, resistance and crisis. Students reflect on the historical significance of these revolutions, and consider how revolutionary change can produce both progress and conflict.

Unit 3 — The American Revolution (1754 – 1789)
Unit 4 — The French Revolution (1774 – 1795)

“
In History we discuss the tribulations and triumphs of the past through revolution, helping us to better understand the present.
- Bella Dallariva, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Humanities/Arts
- > Media/Journalism



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- **Human Nature:** Understanding the problems we see in the world around us.
- **Detective Stories:** Finding the who, what, where, when and why is the basis of a historian's world.
- **Challenging the Status Quo:** Understanding how people have done this for generations.
- **Problem Solving:** History asks you to think outside the box.

Possible pathways >

- Teacher/Historian
- Journalist/Editor
- Lawyer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Legal Studies, while quite demanding, relates extremely well to life. Legal Studies is an excellent opportunity for students to get an insight into the legal system that shapes our community and to gain an awareness of how to navigate the adult world.

- David, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Legal Studies

UNIT 1 & 2



What will I learn?

In Unit 1, students develop an understanding of the different types and sources of law.

Students learn key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

In Unit 2, students examine the methods that may be used to determine a criminal case or resolve a civil dispute, including the purposes, types and effectiveness of sanctions and remedies.

Students develop an understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

UNIT 3 & 4



What will I learn?

In Unit 3 students develop an understanding of the rights of the accused and of victims in the criminal justice system. They will examine and analyse the factors considered when initiating a civil claim, and discuss the institutions and methods used in resolving civil disputes.

Students learn about the principles of justice: fairness, equality and justice and evaluate the ability of the legal system in achieving these principles.

In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.



Excursion to County and Supreme Courts
(Year 11 approximately \$30)

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Law/Legal
- > Humanities/Arts
- > Media/Journalism



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- Learning about their rights and responsibilities, investigating crime, and the workings of the legal system
- Critical thinking and legal reasoning to solve legal problems
- A legal or justice career – e.g. police force, law, criminology, social work

Possible pathways >

- Lawyer
- Legal aid/Clerk
- Police



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



Philosophy



What is truth? Do we have free will? What does it mean to be good? These are some of the fundamental questions which have challenged humans for millennia and which underpin ongoing endeavour in areas as diverse as science, justice and the arts. Students will engage in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy; ethics, epistemology and metaphysics.

UNIT 1 & 2



What will I learn?

What is the nature of reality? How can we acquire certain knowledge? These enduring questions lie at the heart of philosophy and influence areas such as science, justice and the arts. In this unit, students explore two key areas of philosophy: epistemology and metaphysics. Through guided investigation and critical discussion, students practise philosophical inquiry by formulating questions, reasoning with others and examining arguments. They study techniques of philosophical reasoning and explore a range of historical and contemporary viewpoints, including at least one primary philosophical text. Students also investigate how these ideas connect to current debates and everyday experience.

In the second part of the course, students explore questions about value, including how judgments in areas like morality, politics and aesthetics can be justified or critiqued. They examine different categories of value and the relationships between them, using both historical and contemporary sources, including a primary philosophical text. Throughout the unit, students develop the skills to question, reflect and build reasoned positions in dialogue with others and in response to contemporary issues.

UNIT 3 & 4



What will I learn?

What does it mean to live well? What role do happiness, pleasure, friendship and responsibility play in shaping a good life? This unit invites students to explore ideas about what it means to live a meaningful life, both personally and in relation to others, including those beyond their immediate community and the natural world. Drawing on set texts, students examine philosophical arguments and develop informed perspectives on questions of relevance to contemporary life.

The unit also explores how we form and justify beliefs in a world shaped by rapid technological change and diverse information sources. Students investigate what it means to believe well, the nature of expertise, and our responsibilities in evaluating and sharing beliefs. Using examples and case studies, they examine how belief and knowledge connect to ethical and social concerns, and how philosophical reflection can support clearer and more responsible thinking.



Textbook required

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Humanities/Arts
- > Media/Journalism



YEAR 9-12 STREAMS

HUMANITIES

Suits students interested in >

- **Futurology:** Postulates what the future may look like and explores ideas and issues with future technologies.
- **Ethics:** Examines the principles and morality related to fields such as medicine; religion and politics.

Possible pathways >

- Author
- Futurist



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies

INFORMATION TECHNOLOGY



“

IT Software Development is about programming and designing software including web design. It's a good course that can lead to further studies at TAFE and university.

- Ryan, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Computing

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs.

The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Computing is underpinned by four key concepts: approaches to problem solving, data, with technology and information, digital systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge.

The study is made up of six units.

UNIT 1 & 2



What will I learn?

Unit 1 – Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

Unit 2 – Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

UNIT 3 & 4



What will I learn?

Informatics – Unit 3 & 4

In Informatics Unit 3 & 4 students focus on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

Software Development – Unit 3 & 4

In Software development Unit 3 & 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language to create working software modules.



Students may elect to undertake one or both of these Unit 3 & 4 sequences.

SUBJECT SNAPSHOT

DO YOU ENJOY...

> Computing?



PATHWAYS GUIDE

> Computing/ICT
> Information Systems



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Designing/developing applications
- Programming and coding
- Developing digital games
- Gaming industry

Possible pathways >

- IT administrator/technician
- Coder/programmer
- Electronics engineer
- Games developer
- Data security/analyst
- Computer engineer
- Business systems analyst
- Web designer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

VCE Italian is a huge challenge and commitment. You must be prepared to put in the hard work but if you do, you will gain a better understanding of how the Italian language works, as well as improving your skills.

- Taylor, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Italian

UNIT 1 & 2



What will I learn?

In Unit 1 students focus on topics which are drawn from the prescribed themes listed in the areas of study.

- **Vorrei Conoscerti:** this topic explores the theme of being an individual and expressing views on friendship and pastimes.
- **Progetti di Lavoro:** students explore work and career aspects of Italians and discuss their own plans for the future.

In Unit 2 students focus on different topics which are also drawn from the prescribed themes listed in the areas of study.

- **Tutti in Forma:** this topic looks at the role diet and physical exercise play in maintaining a healthy lifestyle. La Scuola Italiana: students will look at the similarities and differences of the Italian and Australian school systems.
- **La Comunicazione e La Tecnologia:** this topic looks at the influence of technology and the new means of communication and the impact of the media on society.



Units 1 & 2 are not recommended for students who have not completed Italian at Year 10.

UNIT 3 & 4



What will I learn?

In Unit 3 students explore Families and Neighbourhoods: this focuses on identity and family. Students examine personal profiles with an emphasis on personality, likes and dislikes. Furthermore, changes in modern-day Italian families and young people's leisure activities are studied and comparisons are made to those in Australia. Students examine the main characters in depth, their relationship with family members, and how they interact with each other. Students learn the language pertaining to expressing personal opinions and ideas along with tourist industry terminology. Students also review the language required to prepare for section one, the general conversation in the Oral Exam.

In Unit 4 students various topics including a detailed study. Nature and Society: explores the issues faced by society today regarding pollution and conservation of the environment. Youth issues – Part A: explores Italy's school system, psychological aspects of relationships among young people and social and cultural differences in Italy. Youth issues – Part B: is the detailed study which focuses on young Italian people and the conflicts they face on a day to day basis. Aspects covered pertain to social media, alcohol, drugs and peer pressure. The study examines case studies and information presented by psychologists. The film *Caterina va in città* is also studied as a means to further emphasise youth issues.



Planned excursions (e.g. CoAsIt, Dante Alighieri Poetry Competition) with associated costs involved.



Units 3 & 4 are not recommended for students who have not completed Units 1 & 2.

SUBJECT SNAPSHOT

DO YOU ENJOY...

> Languages?



PATHWAYS GUIDE

> Travel/Tourism



YEAR 9-12 STREAMS

LOTE

Suits students interested in >

- Speaking Italian fluently and confidently
- Participating in the Italy Study Tour
- Apply their language skills; career or continued study

Possible pathways >

- Interpreter/Foreign affairs
- Language teacher
- Customs/Immigration officer
- Historian
- Hotel manager
- Speech pathologist/Linguist



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.



Mathematics – Foundation Maths

UNIT 1 & 2



What will I learn?

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

UNIT 3 & 4



What will I learn?

Foundation Mathematics Units 3 and 4 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 contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.



Textbook subscription

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Business Studies?
- > Solving real world problems?
- > Applying Numeracy skills



PATHWAYS GUIDE

- > Business/Economics
- > Financial Management
- > Vocational Careers



YEAR 9-12 STREAMS

MATHEMATICS

Suits students interested in >

- Continuing Year 10 maths and requiring VCE maths units for future courses
- Continuing math studies having completed a minimum of Year 10 Foundation Maths
- Building core numeracy skills that can be applied to personal and work life

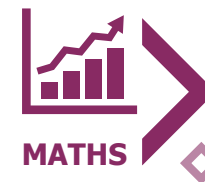
Possible pathways >

- Builder
- Trade Worker
- Secretary
- Bank Officer
- Sales Assistant
- Bookmaker



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

General Maths is fun but at times it is a challenging subject. It's an easy transition from Year 10 to Year 11 maths and gives you the skills you will need later in life.

- Julia and Elle, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Mathematics – General Maths

UNIT 1 & 2



What will I learn?

In Unit 1, students study univariate & bivariate data, linear equations & graphing and matrices. Students must be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

In Unit 2, students study networks, sequences (recursion) and financial maths. Students progressively develop skills throughout the units of study, developing links between the concepts.

UNIT 3 & 4



What will I learn?

Units 3 and 4 focus on real-life application of mathematics and consist of the four topics Data Analysis, Recursion and Financial Modelling, Matrices and Networks.

Units 3 and 4 are related to topics studied in General Mathematics Unit 1 & 2. Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation.



Textbook subscription



All students are expected to have a TI-Nspire CAS calculator

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Business Studies?
- > Economics?
- > Maths?



PATHWAYS GUIDE

- > Statistics/Actuary
- > Business/Economics
- > Commerce/Business



YEAR 9-12 STREAMS

MATHEMATICS

Suits students interested in >

- Continuing Year 10 GENERAL math or Year 10 PRE-METHODS
- Continuing math studies having completed a minimum of Year 10 GENERAL math
- Continuing math studies in Year 12
- Using CAS in solving problems

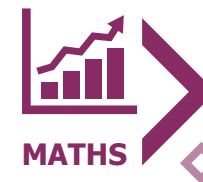
Possible pathways >

- Bank officer
- Accountant
- Auditor
- Secretary



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

If you like drawing lots and lots and lots of graphs then Maths Methods is the subject for you! The teachers are helpful and the subject is challenging but rewarding. Methods is a great choice.

- Amy, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Mathematics – Mathematical Methods



UNIT 1 & 2



What will I learn?

In Unit 1, students use algebra with and without technology to examine the concepts of functions and graphs, calculus, probability and statistics. They explore the application of functions in a variety practical and theoretical contexts.

In Unit 2, students focus on the study of transcendental functions and the calculus of simple algebraic functions. Students progressively develop skills throughout the units of study, developing links between the concepts.

UNIT 3 & 4



What will I learn?

In Unit 3, students extend the studies to include a combination of functions with increasing complexity. Students will learn to solve problems requiring modelling, transformations, graph sketching and equation solving.

In Unit 4 students continue to study calculus applications and the study of random variables, discrete & continuous probability distributions. The content of calculus will include the treatment of integration, the relation between integration and the area of regions specified by lines or curves described by function rules.



Textbook subscription'



All students in are expected to or have a TI-Nspire CAS calculator.

Mathematical Methods can be taken in combination with General Mathematics

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Business Studies?
- > Economics?
- > Maths?



PATHWAYS GUIDE

- > Statistics/Actuary
- > Engineering/Physical Science
- > Biological Science
- > Medical Profession
- > Aviation



YEAR 9-12 STREAMS

MATHEMATICS

Suits students interested in >

- Continuing PRE-METHODS or 10 Mathematics (Advanced)
- Learning more about higher level algebra, calculus
- Relating number patterns to graphs
- The math related to the sciences

Possible pathways >

- Actuary
- Investment analyst
- Mechanical engineer
- Mathematician
- Teacher
- Programmer
- Pilot



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.



“

Specialist Maths is a challenging subject that will broaden your maths skills. It will help you in Methods and is a recommended subject for many science and engineering courses.

- Kiah, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Mathematics – Specialist Maths

UNIT 1 & 2



What will I learn?

In Unit 1 & 2 students cover the following four prescribed topics:

- Number systems and recursion
- Geometry in the plane and proof
- Vectors in the plane
- Graphs of non-linear relations

In addition to the prescribed topics, students will also study the following:

- Transformations, trigonometry and matrices
- Principles of counting
- Kinematics
- Statistics

UNIT 3 & 4



What will I learn?

In Unit 3 students learn 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

In Unit 4 studies consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Students techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.



Textbook subscription



All students are expected have a TI-Nspire CAS calculator.

Students undertaking Specialist Maths must also undertake Maths Methods as a co-requisite.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Business Studies?
- > Economics?
- > Maths?



PATHWAYS GUIDE

- > Statistics/Actuary
- > Engineering/Physical Science
- > Biological Science
- > Medical Profession
- > Aviation



YEAR 9-12 STREAMS

MATHEMATICS

Suits students interested in >

- Continuing Year 10 PRE-METHODS or 10 Mathematics (Advanced)
- In-depth study of mathematics
- Further studies in mathematics and mathematics related fields

Possible pathways >

- Actuary
- Aerospace engineer
- Biochemist
- Chemist
- Chemical engineer
- Financial trader/broker/planner
- Mathematician
- Physicist
- Teacher



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Learning Biology is like learning another language. I enjoy it because you discover things you didn't even know existed! The teachers are very helpful and other resources are available to support your learning.

- Liana, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Biology

VCE Biology explores how the diversity of life has evolved and changed over time and considers how living organisms function and interact. The course introduces students to the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

UNIT 1 & 2



What will I learn?

In Unit 1, students explore how organisms regulate their functions. They study cells as the structural and functional unit of life, from single celled to multicellular organisms, including the requirements for sustaining cellular processes. Students investigate cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

In Unit 2, students investigate how inheritance impacts diversity. They explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students also consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

UNIT 3 & 4



What will I learn?

In Unit 3, students further their understanding into how cells maintain life. They investigate the workings of the cell from several perspectives including the relationship between nucleic acids and proteins as key molecules in cellular processes. Students also analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

In Unit 4, students examine how life changes and responds to challenges. This includes looking at the challenges to which life on Earth has been, and continues to be, subjected to. They also study the human immune system and consider how biological knowledge can be used to respond to bioethical issues and challenges related to disease. This unit also investigates the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics.

 *Science subjects vary in cost but in general, common costs are edrolo subscriptions, text books and occasionally an excursion. Supplementary material such as Checkpoints in Year 12 are also options for students.*

The total cost per subject can exceed \$100 if students opt for hard copy texts instead of the digital bundle.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Physics?
- > Environmental Science?



PATHWAYS GUIDE

- > Biological Science
- > Animals/Veterinary
- > Medical Profession
- > Health Science



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Medicine/biomedical science
- Ecology and the environment
- Gene technology
- Health and nutrition

Possible pathways >

- Biologist
- Anaesthetist
- Dentist
- Zoo keeper
- Paramedic
- Laboratory worker
- Pharmacist
- Biomedical engineer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

If you've ever wanted to know the what, how and why of the world, then Chemistry is the subject for you. In an engaging environment you will discover the intricate subtleties of matter. Chemistry is a fascinating subject that will open many doors in the future.

- Steven, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Chemistry

VCE Chemistry explores the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society. An important feature of this subject is the development of scientific key science skills, and the ability to make links between knowledge, theory and practice.

UNIT 1 & 2



What will I learn?

In Unit 1 students study how the diversity of materials be explained by investigating the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. Students also consider how scientific innovation can lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

In Unit 2 students study how chemical reactions shape the natural world. They analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. Students also explore applications of acid-base and redox reactions in society. Mathematical calculations and practical investigations form a large part of Unit 2 with experiments involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.



Science subjects vary in cost but in general, common costs are edrolo subscriptions, text books and occasionally an excursion. Supplementary material such as Checkpoints in Year 12 are also options for students.

The total cost per subject can be up to an exceeding \$100 if students opt for hard copy texts instead of the digital bundle.

UNIT 3 & 4



What will I learn?

In Unit 3 students explore how design and innovation can help to optimise chemical processes. Students analyse:

- different fuels as energy sources for society, studying the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
- the design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells.
- chemical processes with reference to factors that influence their reaction rates and yield.

Practical investigations include an exploration of thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

In Unit 4 students investigate the structure and design of carbon-based compounds. Students explore the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. Students also study the metabolism of food and the action of medicines in the body, and how laboratory analysis and various instrumentation techniques can be applied to identify organic compounds and to ensure product purity. Practical investigations include the synthesis and analysis of organic compounds, identification of functional groups, direct redox titrations, solvent extraction and distillations.



Students must complete Unit 1 & 2 to have the pre-requisite knowledge to be successful in Unit 3 & 4.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Physics?
- > Environmental Science?



PATHWAYS GUIDE

- > Engineering/Physical Science
- > Biological Science
- > Medical Profession



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Analytical science
- Biomedical science
- Engineering
- Medicine/pharmacy

Possible pathways >

- Chemist
- Medical practitioner
- Physiologist
- Nurse
- Veterinarian
- Dietitian
- Biomedical engineer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Environmental Science

VCE Environmental Science explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems. This course seeks to enable students to critically assess the strengths and limitations of science and gain an awareness of the sociocultural, economic, political and legal factors involved with addressing environmental challenges.

UNIT 1 & 2



What will I learn?

In Unit 1 students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.

In Unit 2 students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

UNIT 3 & 4



What will I learn?

In Unit 3 students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being.

In Unit 4 students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in Unit 3 or 4.



Students will conduct fieldwork which will be in the form of an excursion or a camp therefore there will be costs involved with this program. There will also be costs involved in purchasing the textbook.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Physics?
- > Environmental Science?



PATHWAYS GUIDE

- > Environmental Science
- > Animals/Veterinary
- > Biological Science



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Parks and land management
- Local government and sustainability
- Marine and aquatic science

Possible pathways >

- Botanist
- Ecologist
- Geologist
- Biologist
- Park ranger
- Zoo keeper/Marine biologist
- Environmental health officer
- Agricultural scientist



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

This year we have studied the way in which objects move and the forces that effect them.

We also studied electronics which involves lots of pracs. Physics is an interesting and challenging subject which expands your knowledge of the world around us.

- Madeline, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Physics

VCE Physics enables students to use observations, experiments and mathematical analysis to develop explanations for phenomena occurring in the natural world. They will explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. Students will also develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

UNIT 1 & 2



What will I learn?

In Unit 1, students study the fundamental ideas and models used by physicists to understand and explain energy. A range of concepts including light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues including communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

In Unit 2, students explore the power of experiments in developing models and theories including to investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. In this unit students are able to choose and explore a Physics topic of their own choosing. This includes: climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research.

UNIT 3 & 4



What will I learn?

In Unit 3, students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They apply Newton's laws in one and two dimensions considering both projectile motion and circular motion including the motion of orbiting bodies. Students also examine the production of electricity, the transmission of electricity over large distances, and the design and operation of particle accelerators.

In Unit 4 students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use the particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.



Science subjects vary in cost but in general, common costs are edrolo subscriptions, text books and occasionally an excursion. Supplementary material such as Checkpoints in Year 12 are also options for students.

The total cost per subject can exceed \$100 if students opt for hard copy texts instead of the digital bundle.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Physics?
- > Environmental Science?



PATHWAYS GUIDE

- > Engineering/Physical Science
- > Engineering
- > Medical Profession
- > Aviation



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Radiology
- Space and astrophysics
- Engineering and mathematics

Possible pathways >

- Physicist/Astronomer
- Audiovisual technician
- Pilot/Aircraft engineer
- Civil and structural engineer
- Electrical engineer/Electrician
- Computer engineer
- Mathematician
- Architect/Surveyor
- Teacher



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Psychology is all about how we behave and how the mind works. There's heaps of group discussion which brings the class together. It's a really rewarding subject.

- Sarah, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Psychology

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements.

UNIT 1 & 2



What will I learn?

In Unit 1 students explore how behaviour and mental processes are shaped by examining the complex nature of psychological development. Students examine the contribution that classical and contemporary knowledge has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain thoughts, emotions and behaviours. They also investigate the structure and functioning of the human brain. Students also explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

In Unit 2 students investigate how internal and external factors influence behaviour and mental processes. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students also explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

UNIT 3 & 4



What will I learn?

In Unit 3, students investigate how experience affects behaviour and mental processes. Students examine the contribution that research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students also explore how the human nervous system enables a person to interact with the world around them including how stress may affect a person's psychological and physical functioning. In this unit students also investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours.

In Unit 4, students investigate how mental wellbeing is supported and maintained. This includes an exploration of the demand for sleep and the influences of sleep on mental wellbeing. Students also consider how mental wellbeing may be defined and conceptualised. Students also explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.



Science subjects vary in cost but in general, common costs are edrolo subscriptions, text books and occasionally an excursion. Supplementary material such as Checkpoints in Year 12 are also options for students.

The total cost per subject can exceed \$100 if students opt for hard copy texts instead of the digital bundle.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Biology?
- > Chemistry?
- > Physics?
- > Environmental Science?



PATHWAYS GUIDE

- > Behavioural Psychological Science
- > Education Social Work
- > Medical Profession



YEAR 9-12 STREAMS

SCIENCE

Suits students interested in >

- Mental health and wellbeing
- Human behaviour
- Educational psychology

Possible pathways >

- Psychologist
- Social worker
- Counsellor
- Careers adviser
- Community worker
- Teacher



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Food Studies

UNIT 1 & 2



What will I learn?

Unit 1 – Food origins

Students explore the origins and roles of food through time and across the world. In the first area of study they investigate a selected food-producing region outside Australia, examining how climate, natural resources and culture have shaped global food variety. They then turn their focus to Australia, exploring Indigenous food prior to European settlement and how food patterns have evolved through immigration and the development of Australian culinary identity. Practical activities explore the use of traditional ingredients in contemporary recipes.

Unit 2 – Food makers Students

investigate food systems in contemporary Australia, examining both commercial food production industries and small-scale food production in the home. They explore the significance of food industries to the Australian economy, consider issues of food safety, sustainability, food security and food sovereignty, and investigate new food product development. Students use practical skills to produce foods and compare them to commercial products, and explore potential entrepreneurial opportunities as small-scale food producers.

UNIT 3 & 4



What will I learn?

Unit 3 – Food in daily life

Students explore the science of food — how it is digested, absorbed and used by the body — and investigate the Australian Dietary Guidelines and the role of diet on gut health. They also examine how families and individuals change their eating patterns over time and how food values develop in social environments, including how food information can be filtered and manipulated. Practical activities involve planning and preparing food that caters for a variety of dietary needs.

Unit 4 – Food issues, challenges and futures

Students focus on Australian food issues, challenges and futures. They explore food information and its information, and develop skills to make discerning food choices by evaluating food fads, trends and diets. Students examine the relationship between food security, food sovereignty and food citizenship, and investigate environmental, ecological and ethical issues including climate, farming practices and food wastage. They research a selected topic, seeking clarity on current situations and considering solutions. Practical activities explore how food selections can optimise human and planetary health.



Unit 1 & 2: \$190 for consumables
Unit 3 & 4: \$230 for consumables



Year 10 Food by Design would be beneficial, but is not a prerequisite.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Food Studies?
- > Home Economics?
- > Hospitality?



PATHWAYS GUIDE

- > Hospitality/Food
- > Health
- > Travel/Tourism



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Studying a practical-based subject
- Nutrition
- The Food Industry

Possible pathways >

- Food Technologist - designing new food and drink products,
- Nutritionist including sport nutrition
- Dietician



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Product Design & Technology – Textiles

“

Textiles isn't just about sewing, there's a lot of sketching and folio work involved and you work in a really chilled out atmosphere. If you love fashion and being creative then try it!

- Ellen, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

UNIT 1 & 2



What will I learn?

Unit 1 – Design Practices

This unit focuses on how designers work, collaborate and generate ideas. Students use the Double Diamond design approach to investigate needs and opportunities, apply critical, creative and speculative thinking, and develop graphical product concepts using manual and digital drawing systems. They experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2 – Positive impacts for end users

Students look locally and globally to research the diverse needs of end users, exploring how inclusive product design can support belonging, access, usability and equity. They examine social and cultural influences on design, including how Aboriginal and Torres Strait Islander peoples design and produce products and how traditions are acknowledged in contemporary design. Students make an inclusive product that creates a positive impact for a specific end user.



Subject Contribution \$80

UNIT 3 & 4



What will I learn?

Unit 3 – Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Students plan and begin production of their ethical product using the Double Diamond design approach.

Unit 4 – Production and evaluation of ethical designs

In this unit students continue to make the product they designed in Unit 3, refining their production skills and working safely with a range of materials, tools and processes. They gather feedback from end users, evaluate their product using criteria and data, and suggest possible improvements. Students also explore speculative design thinking and how designers can be future-focused and entrepreneurial through new and emerging technologies and market trends.

SUBJECT SNAPSHOT

DO YOU ENJOY...

> Textiles and Design?



PATHWAYS GUIDE

> Fashion/Textiles



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Fashion and improving the quality of life by designing creative, innovative and sustainable products
- Fashion drawing and product manufacture

Possible pathways >

- Textiles & Fashion Design
- Fashion Designer
- Costume Designer
- Textile Designer
- Pattern Maker
- Fashion Illustrator
- Garment Technologist
- Sustainability & Ethical Design
- Circular Economy Consultant
- Upcycling Entrepreneur
- Eco-Textile Product Developer
- Creative & Retail Industries
- Fashion Stylist
- Fashion Marketing or Branding Specialist
- Costume/Props Artisan for Film & TV



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

“

This is a creative subject which provides good insight into the Furniture Industry and gives us the opportunity to design and build our own creative furniture pieces.

- Sam, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Product Design & Technology – Wood, Metal and Plastics

UNIT 1 & 2



What will I learn?

Unit 1 – Design Practices

This unit focuses on how designers work, collaborate and generate ideas. Students use the Double Diamond design approach to investigate needs and opportunities, apply critical, creative and speculative thinking, and develop graphical product concepts using manual and digital drawing systems. They experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2 – Positive impacts for end users

Students look locally and globally to research the diverse needs of end users, exploring how inclusive product design can support belonging, access, usability and equity. They examine social and cultural influences on design, including how Aboriginal and Torres Strait Islander peoples design and produce products and how traditions are acknowledged in contemporary design. Students make an inclusive product that creates a positive impact for a specific end user.



Subject Contribution \$80

UNIT 3 & 4



What will I learn?

Unit 3 – Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Students plan and begin production of their ethical product using the Double Diamond design approach.

Unit 4 – Production and evaluation of ethical designs

In this unit students continue to make the product they designed in Unit 3, refining their production skills and working safely with a range of materials, tools and processes. They gather feedback from end users, evaluate their product using criteria and data, and suggest possible improvements. Students also explore speculative design thinking and how designers can be future-focused and entrepreneurial through new and emerging technologies and market trends.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Construction?
- > Industrial Arts?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Metal Trades
- > Wood Trades



YEAR 9-12 STREAMS

TECHNOLOGY

Possible pathways >

- Design & Innovation
- Product Designer
- Industrial Designer
- Furniture Designer
- CAD Technician / Draftsperson
- Interior or Exhibition Designer
- Design Consultant
- Engineering & Technology
- Mechanical Engineer
- Design or Manufacturing Engineer
- Entrepreneurship & Creative Industries
- Maker / Small Product Business Owner
- Sustainable Product Innovator
- Stage Set / Props Designer
- Upcycling or Ethical Manufacturing
- Start-up Found



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

In this subject you can design and manufacture a remote control of your choice. You work with circuits and automotive components. If you like working with your hands and have a good work ethic Systems Engineering is for you.

- Cody, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Systems Engineering

VCE Systems Engineering is for students who want to design, build and evaluate integrated mechanical and electrotechnological systems. Students develop practical engineering skills, apply ethical design thinking, and use project management processes to create real operational systems.

UNIT 1 & 2



What will I learn?

Unit 1: Electrotechnological systems design

This unit explores the evolution of engineering in electrotechnology, allowing students to examine either its historical development or the cultural influences that shaped it. Students will investigate electrotechnological engineering and explore fundamental engineering principles to understand the concepts and components essential for designing and producing electrotechnological systems with sustainable design concepts. While the unit covers fundamental physics and theoretical underpinnings, its primary focus is on creating operational systems through a systems engineering process that incorporates sustainable design concepts.

Unit 2: Mechanical systems design

Students explore developments in mechanical systems engineering, incorporating the histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples. They also examine fundamental mechanical engineering principles, concepts and components, as they relate to systems that include the 6 simple machines (lever; inclined plane; pulley; screw; wedge; and wheel and axle). Students analyse the components and materials essential for operational, controlled mechanical systems. By

applying the systems engineering process, students create mechanical systems that reflect inclusive design principles.

UNIT 3 & 4



What will I learn?

Unit 3: Ethical systems design

In this unit students study engineering principles to explain physical properties and functionality of integrated and controlled systems. They design and plan an operational, mechanical and electrotechnological integrated and controlled system that considers ethical design. Students also learn about the technologies used to harness energy sources to power engineered systems.

Students commence work on a project to create an integrated and controlled system that considers ethical design, using the systems engineering process

Unit 4: Systems production and innovative technologies.

In this unit, students complete the creation of mechanical and electrotechnological integrated and controlled systems that consider ethical design. They researched, designed, planned and began production of these systems in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and speculate on their potential future impacts.



Unit 1 & 2: approximately \$70

Unit 3 & 4: approximately \$70

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Electro-technology?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Electronics/Electrical
- > Engineering
- > Information Systems



YEAR 9-12 STREAMS

TECHNOLOGY

Possible pathways >

- Career pathways
- Engineering & Technology
- Mechatronics Engineer
- Mechanical Engineer
- Electrical or Electronic Engineer
- Robotics Engineer
- Automation or Control Systems Engineer
- Trades & Technical Careers
- Electrician (domestic or industrial)
- Mechanical Fitter or Technician
- Automotive Technician or Electric Vehicle Specialist
- Air-conditioning or Refrigeration Mechanic
- Instrumentation Technician
- Emerging and Future-Focused Roles
- Drone Technician or Operator
- Renewable Energy Technician (solar, wind, battery storage)
- Smart Home or IoT Device Installer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.



VCE Studies



“

Year 11 Art is different from Art in other year levels because you experiment with a range of media. You can choose what type of artwork you produce – it's emotional; an expression of who you are.

- Rebecca, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Art Creative Practice

UNIT 1 & 2



What will I learn?

VCE Art Creative Practice is founded on models of art practice and inquiry. Students undertake a series of iterative learning experiences to question, investigate, connect, create, discuss, analyse, and reflect on their art making. Art practices involve students making, critically thinking, and responding as artists and viewers.

Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1, students will use a range of materials, techniques, processors and artforms to create a body of experimental work in response to their research of other artists and their practices. Students will develop technical skills and promote creative thinking through the study of traditional and contemporary art practices. Within their body of work, students will develop their own interpretations and viewpoints about the meanings and messages of artworks and develop their own art practices.

Students will study three artists and one artwork from each of these artists through an Analysis response using the Interpretive lens. This includes the personal, structural and cultural influences within each artwork.

In Summary:

- Use different materials/artforms to create artworks
- Experiment with different materials and techniques
- Create a folio that documents practical tasks
- Annotated folio
- Present Final Artwork/s
- Artist Analysis

Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2 students continue to use a range of materials, techniques, processors and artforms to develop visual responses based on their investigations of art practices. Students explore the collaborative practices within their own artmaking to express meanings and messages within their artwork.

Students will study the Cultural Lens and research historical and contemporary forms of expression for specific social and cultural contexts through an analysis. They focus on how artworks can communicate cultural and social context and the functions art can serve.

In Summary:

- Use different materials/artforms to create artwork in a collaborative manner
- Experiment with different materials and techniques
- Create a folio that documents practical tasks
- Annotated folio
- Present Final Artwork/s
- Artist Analysis

UNIT 3 & 4



What will I learn?

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

In this unit, students use Inquiry and Project-based learning as a starting point to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. Students investigate the issues that may arise from the artworks they view and discuss, or evolving from the practice of the artist.

In Summary:

- Students choose an artist that inspires the starting point to their Body of Work
- Choose a Theme
- Write a Critique
- Research artists, materials, and techniques of your choice
- Trial using materials, techniques and artforms of your choice
- Develop a folio that explores personal ideas
- Annotated folio
- Develop Artworks

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

Creative Practice

In Unit 4, students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. They will apply the Interpretive lenses throughout the Creative Practice to resolve and refine their Body of Work. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They will apply feedback they receive from their critique to resolve and refine a finished artwork.

Students will use the Interpretive lens to compare the practices of historical and contemporary artists meanings and messages of selected artworks.

In Summary:

- Refine and resolve Body of Work
- Present a Critique
- Apply Feedback to Body of Work
- Create Final artwork/s
- Document process in folio with annotations
- Analyse and compare historical and contemporary practices of artists



Subject contribution \$50

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Visual Arts
- > Architecture/Drafting



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Expressing and furthering their artistic creativity and skill level
- Gaining a deeper knowledge of art history

Possible pathways >

- Artist or Designer
- Art critic
- Art historian/Museum curator
- Art teacher
- Architect
- Industrial designer
- Interior/Fashion designer
- Urban planner



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Drama is a great subject that helps you gain confidence and develop performance skills. It's one of my favourite subjects.

-Louise, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Drama



UNIT 3 & 4



What will I learn?

The study of Drama focuses on the creation and performance of characters, narratives and stories.

Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship.

Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners. The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories.

Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

Unit 3 Ensemble performance

This Unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4 Solo performance

Creating a solo performance in this Unit requires use of processes to develop character, actions and stories. Students need to understand the range of skills and abilities involved in exploring the potential of ideas and using dramatic elements, stagecraft, theatrical conventions and performance styles to communicate their ideas through the performance. Ultimately, too, the creation of the solo performance is as much about self-management planning and working to a timeline as it is about performance.



Acting Smart text

Live Performance Approximately \$65



Theatre Studies 3 & 4 recommended.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Music
- > Performing Arts



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Group work
- Ensemble work
- Solo performances
- Acting
- Creating dramatic performances
- Storytelling
- Analysing live performances

Possible pathways >

- Actor
- Musician
- Choreographer
- Film, stage and TV director
- Artist
- Theatre critic
- Publicity agent



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

Media requires you to think outside the criteria; it enables you to use your imagination and engages you in practical activities.

- Briannon, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Media

UNIT 1 & 2



What will I learn?

In Unit 1, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students gain an understanding of audiences as producers and consumers of media products. They will work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

In Unit 2, students further develop an understanding of the concept of narrative in media products and forms in different contexts. They will analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.



Subject contribution \$30

UNIT 3 & 4



What will I learn?

In Unit 3, students consider the use of codes and narrative conventions to structure meaning through the close analysis of a media narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Students also begin their SAT by researching and developing ideas, experimenting with technical skills and process, as well as developing a written and visual Pre Production Plan.

In Unit 4 students focus on the construction stages of the media production process. They refine their media production in response to feedback and through personal reflection. Students also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They will also explore the capacity of the media to be used by governments, institutions and audience and analyse the role of the Australian government in regulating the media.



Subject contribution \$30
Planned excursions (e.g. Top Designs)
with associated costs involved

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Visual Arts
- > Architecture/Drafting



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Constructing and analysing media texts and exploring the meaning contained
- Exploring the relationship between the media and the audience

Possible pathways >

- Journalist
- Actor
- Film and TV producer/editor
- Film critic/reviewer
- Teacher
- Camera operator
- Public relations manager



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



“

I always had an interest in music and music performance has offered me the chance to further my knowledge and extend my abilities. Classes are great and it's awesome playing in band groups during the prac classes.

- Patrick, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

◆ In 2025, **Music Performance** is split into two versions, **Music Performance: Contemporary** and **Music Performance: Repertoire**. Both subjects will be run in the same class. During subject selection, choose **Music Performance**, the choice of stream will take place at a later date. Please talk to a Music Teacher for more information.

Year 11 Music

UNIT 1 & 2



What will I learn?

In Unit 1, students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

In unit 2, students focus on the way music can be used to create an intended effect. By continuing to perform, analyse and respond to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, and preparing/performing musical works that develop technical control, expression and stylistic understanding, they reflect on this exploration and understanding. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. It is recommended that students have at least three years experience on a selected instrument (including voice) and are receiving lessons in this instrument whilst completing VCE Music, either internal or external to school.

Year 12 Music Performance

UNIT 3 & 4



What will I learn?

In Unit 3, students begin developing a performance program of pieces they will present in their Unit 4 Performance exam while focusing on either a solo or group context. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials.

In Unit 4, students continue to work towards building a performance program they will present at their end-of-year examination in line with a Statement of Intent they create. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts.



Fees may be charged for purchase of specific sheet music arrangements and accompanists during performance exams in specific cases

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Music
- > Performing Arts



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Becoming professional musicians
- Recording and performing

Possible pathways >

- Musician
- Music tutor
- Music teacher
- Vocalist
- Production crew member
- Entertainer
- Music critic
- Band manager



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



Theatre Studies

UNIT 1 & 2



What will I learn?

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply production roles, including acting, to study the nature, diversity and characteristics of theatre as an art form.

Throughout the study students work with play scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. Students learn about the elements that are used to compose a performance and learn to understand the factors and risk checks needed in a performance space

Unit 1 – Pre-modern theatre

Students study a range of theatrical styles from Greek Drama to Medieval drama, Elizabethan, Realism, applying production roles such as makeup, set, costume and acting to a range of scripts from each era. They also complete performance analysis and apply these skills to the analysis of a professional play in performance from the pre-modern era.

Unit 2 – Modern theatre

Students study a range of theatrical styles from Naturalism, Epic theatre, Theatre of the Poor, Absurdism and Modern realism, applying production roles such as makeup, set, publicity costume and acting to a range of scripts from each era. They also complete a performance analysis and apply these skills to the analysis of a professional play in performance from the modern era.

UNIT 3 & 4



What will I learn?

Unit 3 – Playscript interpretation

In this Unit students have the opportunity to develop performance from script to stage. They develop skills in acting directing sound lighting set costume and make up design in a performance. They get to visit and analyse a professional performance and analyse script work. Students do not need to do acting and can choose two production roles other than acting throughout unit 3 and 4.

Unit 4 – Performance interpretation

In this Unit students get to develop their own interpretation of a scene and a monologue for a presentation or a performance. They focus on acting in a professional performance and analysis it. The interpretation of the Monologue is assessed externally at the end of the year.



Acting Smart Text \$60 approximately

NOTE: Students do not need to do acting in Theatre Studies they chose two specialise in two Production roles other than acting, for example set lighting, sound, costume, props and makeup design.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Music
- > Performing Arts



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Performance and script work
- theatre production and design
- script writing
- studies in theatre history
- live theatre shows

Possible pathways >

- Actor
- Choreographer
- Drama teacher
- Film and TV producer/editor
- Audiovisual technician
- Scriptwriter



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE Studies



VCE Dance

In keeping with our commitment to offer students quality education in the Performing Arts, St Helena Secondary College is now offering Units 3 & 4 in both VCE/VET Dance and VCE Dance.

Both courses are designed for students who are thinking of pursuing formal dance training. They specifically concentrate on developing Jazz and Contemporary dance disciplines for performance, affording students greater versatility on completion of the course.

UNIT 3 & 4



What will I learn?

VCE Dance develops students' physical skills, personal movement vocabulary, and application of choreographic and analytical principles.

Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider influences on the expressive intention and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles, genres and traditions. Influences on aspects of production in dance works are also studied.



Students interested in a Dance Pathway are encouraged to study VET Dance in Years 10 and 11 before completing Unit 3 & 4 Dance in Year 12.

For information on VET Dance please click here 

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Music
- > Performing Arts



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Dancing/performance
- Dance styles and choreography
- Expressive movement
- Creativity
- Kinaesthetic learning
- Body and movement

Possible pathways >

- Dancer
- Dance teacher/instructor
- Composer/choreographer
- Actor/entertainer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.



VCE Studies



VET Dance – Certificate II in Dance



COURSE CODE: CUA2120

The VET Dance program is a practical course for dancers. This course is part of the CUA2120 Live Performance Training Package.

Students who successfully complete CUA2120 Certificate II in Dance obtain a qualification that is recognised Australia wide. In addition, the VET Dance program includes elective dance performance Units at Certificate III level. Students undertaking scored assessment will complete two Level 3 dance electives.



What will I learn?

St Helena Secondary College has designed its VCE VET Dance program to cater for a range of learning styles.

The course is a program of active experiences where students engage physically in dance classes, rehearsals, auditions, performance, dance scenarios and case studies, as well as enquiry based learning such as independent research and group presentations.



Compulsory purchase of modules and charges are applicable to this course. \$300 includes excursions, workshops performances footwear, full uniform. This applies to both 1st and 2nd year.



Credit in the VCE: Students who complete the Certificate II in Dance will be eligible for four units of credit towards their VCE: two units at Units 1 & 2 and a Units 3 & 4 sequence. A Study Score is available for this program, which can contribute directly to your ENTER – either as one of your best four studies ('the primary four') or as your fifth or sixth study.

ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence of VCE VET Dance must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Scored Assessment: Students wishing to receive a study score for VCE VET Dance must undertake scored assessment. This consists of three coursework tasks, worth 50% of the overall study score and a performance examination, worth 50% of the overall study score. Scored assessment is based on the Units 3 & 4 sequence of 21764VIC Certificate II in Dance. For further information see the Ausdance website

www.ausdancevic.org.au/vcevet/

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

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Music
- > Performing Arts



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Dancing/performance
- Dance styles and choreography
- Expressive movement
- Creativity
- Kinaesthetic learning
- Body and movement

Possible pathways >

- Dancer
- Dance teacher/instructor



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VCE Studies



“

I look forward to VCD as it challenges me and is a lot of fun. If you have a creative flair or enjoy drawing or design, I recommend it..

- Daniel, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Visual Communication and Design



UNIT 1 & 2



What will I learn?

Within Unit 1&2 design folios, students investigate “what is good design?” using the double diamond design process.

Students will develop the following skills:

- Writing a design brief
- Researching existing designs by professional designers, including referencing and annotation
- Sketching design Ideas
- Typography and typographic conventions
- Manual 3D technical drawing including isometric, perspective and planometric
- Manual 2D technical drawing methods related to architecture such as floor plans and elevations
- Use of methods, media and materials such as printing and rendering with copic markers
- Model making
- Digital drawing and design including the Adobe package (Illustrator and Photoshop) and online 3D modelling such as SketchUp and TinkerCAD
- Presenting final designs such as logos, posters, product designs, architectural drawings, illustrations

In addition to practical skills students will investigate design influences throughout history and design from aboriginal perspectives.

In recognition of the diverse and shifting contexts in which designers work, this study examines how visual communication is used across various fields of practice to design messages, objects, environments and interactive experiences. Students are able to design their own projects including, but not limited to brand strategy, wayfinding, advertising and social media campaigns, visual merchandising, publications, signage, illustrations, printed collateral, products and packaging. Using visual language to design messages is central to the work of, among others, communication or graphic designers, art directors, interface and web designers, illustrators, and those working in advertising, animation or visual effects.

UNIT 3 & 4



What will I learn?

Students will gain an understanding of the processes professional designers as well as how to communicate ideas with regard to clients, target audiences, other designers and specialists. In the first outcome, students analyse a range of existing visual communications and create mini folios in some of the following design fields of their choice:

- Design of messages (e.g. posters and packaging)
- Design of environments (e.g. Architectural/build environments and interior design)
- Design of Objects (e.g. keep cup, USB housing and electrical goods)
- Design of Interactive experiences (e.g. keep cup, USB housing and electrical goods).

In outcome 2, students respond to the question “How do designers use visual language to communicate ideas and information to audiences or users?”. They investigate the practices of contemporary designers who are employed in each of the design fields.

In the final major SAT folio students will write a brief for a client in the production of 2 final presentations, this folio is completely student guided.

Students work through the double diamond design process to develop designs in two of the fields that they have chosen. While undertaking the folio students annotate their work and use a range of materials and media (including digital tools such as Photoshop) to generate design options and to refine their design solutions. This study also comprises of an external exam that tests both short answer and drawing skills.



Edrolo subscription
Subject contribution \$60

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Visual Arts
- > Architecture/Drafting



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Freehand drawing
- Generating designs/problem solving
- Technical and architectural drawing
- Using software to refine ideas
- Learning skills for designing buildings, fashion, products and graphic design

Possible pathways >

- Architect or Builder
- Interior designer/decorator
- Fashion designer
- Industrial engineer
- Visual merchandiser
- Furniture designer



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Art Making and Exhibiting – Photography

UNIT 1 & 2



What will I learn?

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and to develop skills in analysis, reflection and critique of artworks and exhibitions. Students create and present a range of visual artworks using a variety of materials, techniques and processes. They explore how artworks are made and exhibited in different gallery contexts. Students also visit galleries to examine exhibitions and engage with art industry professionals.

Through practical and theoretical learning, students will build their own creative voice and confidence in art making. The study supports students to view the world through a variety of lenses and deepen their understanding of the role of the visual arts in society.

Unit 1: Explore, expand and investigate

Students explore the characteristics of materials and techniques and investigate how artists use them to express ideas and meaning. They make, discuss and analyse artworks using the language of art. Students also explore how artworks are presented in different gallery and exhibition spaces, and start developing their own art practice.

Unit 2: Understand, develop and resolve

Students refine and develop their ideas and techniques in more complex and individual ways. They explore how artists communicate meaning and intention, and they evaluate how different audiences might view and interpret artworks. Students develop and present finished artworks and evaluate how artworks are prepared and displayed in different spaces. They also explore professional art practices by researching gallery staff and their roles.

UNIT 3 & 4



What will I learn?

Unit 3: Collect, extend and connect

Students continue to develop and extend their art making using their own ideas and research. The creative process may involve experimenting with digital or traditional photography techniques, developing subject matter and documenting progress in a Visual Arts Journal. Students analyse and evaluate the ways in which artists communicate ideas and meanings in artworks from different times and places, and how artworks are presented to different audiences. Students investigate the roles of galleries and curators and learn about conservation and the presentation of artworks.

Unit 4: Consolidate, present and conserve

Students refine and resolve their artworks so that they meet their artistic intentions. They plan and make decisions about how their works will be presented, considering how display can support meaning and viewer engagement. They explore how exhibitions are curated, managed, and promoted, and how galleries support artists. Students reflect on the presentation of their own artworks and evaluate the impact of different exhibition contexts. They also explore ways to preserve and conserve their own works and artworks more broadly. This includes learning about the physical care and long-term storage of digital and printed photographs. Students develop an understanding of the art industry and reflect on the role of the visual arts in society.



Subject Contribution \$40

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Fashion/Textiles
- > Graphic Design
- > Visual Arts
- > Architecture/Drafting



YEAR 9-12 STREAMS

VISUAL ARTS

Suits students interested in >

- Expressing their creativity in a photographic form
- Exploring their film and digital photographic skills further
- Researching photographic artists

Possible pathways >

- Photographer
- Web designer/developer
- Multimedia developer
- Media presenter
- Artist
- Animator
- Film, stage and TV director



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VET Studies >

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VET

WHAT IS VET?

VET CLUSTER PROGRAM

VET SUBJECT OVERVIEW

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

CERTIFICATE III IN SPORT, AQUATICS & RECREATION

CERTIFICATE III IN TECHNOLOGY

CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

CERTIFICATE II IN BUILDING & CONSTRUCTION (PARTIAL COMPLETION)

CERTIFICATE II IN KITCHEN OPERATIONS

CERTIFICATE II IN DANCE

CERTIFICATE III IN ALLIED HEALTH

CERTIFICATE III COMMUNITY SERVICE

CERTIFICATE III IN ENTREPRENEURSHIP & NEW BUSINESS



VET What is VET?



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VET multiplies your opportunities

Vocational Education & Training (VET) programs provide you with the opportunity to combine both your vocational interests with your general education.

It consists of these components...

Further studies/work opportunities...

- a degree at university
- diploma and certificate courses in TAFE
- further on-the-job training as a trainee or apprentice

Students achieve...

- full VCE
- a VET Certificate
- achievable within the two Year VCE program
- program flexibility
- a statement of results

Increased employability...

Student:

- holds a VCE plus VET Certificate
- has participated in work placement
- has completed part of their TAFE studies

“

VET may be your pathway to the future...

What is VET?

The Vocational Education and Training (VET) program lets you take your VCE and a VET Certificate at the same time. VET programs provide for a more vocational VCE by combining both vocational and general education.

On successful completion of study students are awarded their VCE as well as a VET Certificate. This certificate is at level two in the Australian Qualification Framework and is recognised nationally.

Students are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate and diploma courses.

St Helena belongs to the Northern VET Cluster which will offer St Helena students an opportunity to study a broader range of VET courses.

The classes are conducted at various locations on Monday Tuesday Wednesday and Thursday afternoons. Instead students will have a list of NMVC subjects in the subject selection portal to choose from.

Some TAFE courses articulate into university higher education courses. This means that

where TAFE courses are in similar fields of study to higher education courses, pathways have been established between TAFE and higher education institutions. These pathways allow students to gain credit for TAFE studies which may reduce the length of the higher education course.

VET Units

VET Units can count as part of the sixteen Units needed to successfully complete the VCE.

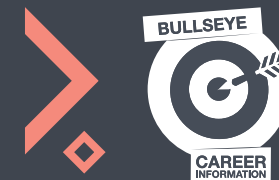
All VCE/VET programs with a Unit 3 & 4 scored assessment sequence contribute to the calculation of ATAR and can count in the Primary Four, in the same way as a non-VET subject. (Where scored assessment is not available it contributes as a 10% increment to the Primary Four.)

VCE students are provided with more options without detracting from their existing pathways. This program gives students options in higher education as well as providing them with additional pathways to training and work.

It's all about multiplying opportunities.



VET What is VET?



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

How does it work?

- Students start the program in Year 10 or 11 and undertake a range of VCE/VET Units to gain practical and academic experience.
- Assessment is outcome and skill based in VET Units, that is, the student will have to demonstrate their ability to perform all the required tasks, tests and assignments.
- You are required to do at least 40-80 hours of work placement. In the Community Recreation Programs, this may occur in vacation time.
- Select the VCE/VET Units required for the certificate you have chosen. Generally each VET Unit is worth one VCE Unit.
- Select the VCE Units required. These may complement work completed in the VET Units.
- All students who apply for a VET subject must get a Unique Student Identification Number. Please see the instructions on page 136 on how to obtain this.

Do you want to do more than one VET program?

This may suit students who want to try out two areas.

Students receive a Statement of Attainment for all VET Modules completed.

The statement of attainment is recognised nationally.

Students must make sure they fulfil requirements for satisfactory completion of the VCE.

VET and VM/VPC VET Delivered to Secondary Students (VDSS) Nominal hours refers to the subsidised training hours in each unit of competency (UOC). They are not the same as contact hours, contact hours are usually less. 90 Nominal Hours = 1 VET Credit

VCE Vocational Major

- VCE VM students must gain 2 VET Credits (180 nominal hours)
- Certificate II or above Victorian Pathways Certificate
- VPC students are not required to gain VETCredits.
- Will gain 1 VPC credit for every VET credit accumulated - Certificate I or above
- Any VET credit at Cert II and above can follow students to the VCE (including the Vocational Major)

Compulsory purchase of modules applies for each VET Program

In order to satisfy the requirements of the Australian Qualifications Framework and the Office of Training and Tertiary Education students must complete and keep accredited modules.

Student learning outcomes and competencies are signed off in these module booklets.

Access to VET classes at St Helena are contingent on students paying their relevant subject and module charges.

Parents will be notified of the date by which these charges must be paid at the time they receive their subject choices.



VET What is VET?



Myths and facts

VCE students can't undertake vocational and applied learning

- ✓ VCE students can also incorporate vocational and applied learning into their program through VET courses
- ✓ People who study VET can go on to become aeronautical engineers, nurses, social workers, software designers, zookeepers, landscape gardeners, just to name a few.

You can't go to university if you do vocational and applied learning at school

- ✓ You can still go to university if you pursue vocational and applied learning at school
- ✓ VET courses are included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
- ✓ For students not pursuing an ATAR, they can undertake an additional VET qualification that may grant an alternative entry pathway into university.

Doing vocational and applied learning limits my options. You'll be stuck with a single career pathway for the rest of my life

- ✓ Vocational and applied learning is designed to offer a flexible pathway for students to achieve their goals. If their goals change, so can the pathway.
- ✓ The soft skills and employability skills developed with vocational and applied learning broaden students' options, giving them the flexibility to succeed in multiple potential careers over their lifetime.

Graduates who study VET earn less than university graduates

- ✓ VET graduates earn comparable, and sometimes even higher wages than university graduates. For example, the highest average starting salary for a university graduate is \$78,300 (Dentistry) (The Social Research Centre 2018). The highest average starting salary for a TAFE graduate is \$91,000 (Certificate IV in Hazardous areas – Electrical) (myskills 2018).

There are fewer job opportunities for graduates who study VET

- ✓ Graduates who study VET have higher employment rates than many undergraduates. More than 72% of graduates who undertake VET courses are employed six months after training, compared to 69% of undergraduates (Social Research Centre 2021, National Centre for Vocational Education Research 2021).

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

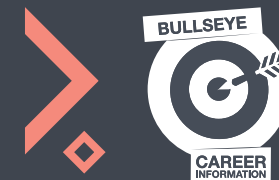
VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VET Cluster program



Would you like to take up a NMVC VET program next year?

St Helena is part of the Northern Melbourne VET Cluster; this cluster provides an extensive selection of VET programs to you as a student.

Any Year 9 student going into year 10 or any Year 10 student going into year 11 is more than welcome to select these VET courses.

Our aim here at the College is to improve student engagement and student outcomes so if we can give our students a variety of VET courses to choose from then it's our mission accomplished.

This year, all eligible external VET subjects can be selected by students on the Edval Web Choice Form. Each offering will include the day and location for the respective external VET subject. Students can only select from this predetermined list, as these VET subjects run on an afternoon and are able to be attended on time by our students permitted to leave no earlier than 12:00pm. If you would like to read about the external VET subjects available to you, please access a copy of the VET Cluster Handbook when it is available on our College website (under Learning - Handbooks), or visit the Pathways Centre in Senior School.

VET taster dates

There will be a External VET list given out during pathways week in the VET session.

How to choose VET cluster subjects

1. When choosing your subjects for next year you will need to place all courses offered at St Helena first, the portal will open during the Pathways week.
2. VET Subjects offered here at St Helena – You will need to fill out a VET Application form online.
3. If you want to choose a VET which is part of our VET Cluster then you will need to choose an approved VET Cluster subject on the Edval Web Choice Form when completing your subject selections.

We cannot make promises where external VET subjects are concerned. We need to ensure that the subject does not affect/clash with your St Helena timetable and that there are enough students in the class for it to go ahead.

Students wanting to undertake VET there will be a parent cost involved this is generally for 'uniform' and 'PPE' retained by the VET student. If this is applicable to your VET program your parent will be expected to pay material costings directly to the supplier and your VET trainer will provide you with the links to pay online.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

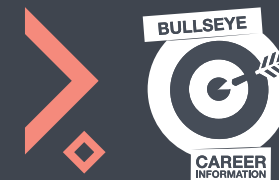
VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VET Cluster program



Steps in choosing a VET cluster subject

STEP 1

Read program requirements carefully, select your program and complete the NMVC Application form. This will be available online for students and parents. It is important that students and parents submit these forms by the due date which will be published early term 3.

STEP 2

Attend the compulsory online information evening at the Host school in Term 4. The home school will advise you about the location, date and time of this event (this information session may be online). Please ensure that all your details are clear and correct on the enrolment form which will be required from the HOST school (host school means the school that is running the program).

STEP 3

There may be materials cost associated with each program. Applicants should contact their VET coordinator for an estimate of their program cost and when payment is due. All fees associated with a VET Program MUST be paid on time.

Payment of material costs MUST be paid in Full in November before the following VET year commences.

In order to undertake a VET you must have a USI

Registering for your USI number

Before you get started you will need to know:

- Your Medicare number details
- Be aware of your legal name
- Please enter an email address on your registration that you will be able to access once you leave school

1. Follow this link to obtain a Unique Student Identifier (USI):

🔗 www.usi.gov.au/students/create-your-usi

2. Complete the application on the website
3. Once applied, you should receive your USI number online within a few seconds.

Forgotten your USI number?

If you have forgotten your USI, don't worry. It will only take a couple of minutes for you to get it back. Please visit this website and follow these instructions online:

🔗 www.usi.gov.au/faqs/i-have-forgotten-my-usi

1. Scroll down to the end of this page and hit 'forgotten my USI number.'
2. Click both the boxes pertaining to terms and conditions press next.
3. Click how you would like to receive your USI (e.g. via mobile text, email) and press next
4. Type in either your email or mobile phone.
5. You should automatically get an email and or text with your USI number.



Your USI number is with you for life and will be required if you enrol in any certificate or course in the future, i.e. First Aid. Record your USI number in a place that you will remember where to find it for future reference, i.e. with your parent.

As part of your VET enrolment you will need to supply this on your application form. Please note your USI number needs to be written exactly the way you see it.

Your USI MUST be created before you start to enrol for subjects online. Your online VET application form will request both your USI and VSN numbers (please note VSN numbers will be emailed prior to 'Pathways week.'

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

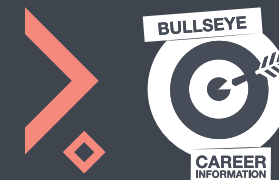
VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VET Subject Overview



 YEAR 9-12
STREAMS

 PATHWAYS
GUIDE

 Use your zoom in feature to view
the contents of this page.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

All VET subjects are offered to all Senior School students (Year 10-12)

ELECTIVE SUBJECTS



HEALTH & PE

ELECTIVES

- **Certificate III in Early Childhood Education and Care (partial completion)***
Course Code: CHC30121
- **Certificate III in Sport, Aquatics & Recreation***
Course Code: SIS30122
Note: this is a scored vet
- **Certificate III in Allied Health Assistance (partial completion)**
Course Code: HLT33021

Careers

- Army Soldier
- Deckhand or Diver
- Driller's Assistant
- Firefighter
- Fitness Instructor
- Health and Fitness Consultant
- PE or Health Teacher
- Sporting Associations
- Sports Coach
- Sports Development
- Sports Journalist
- Outdoor Adventure or Tour Guide
- Park Ranger or Landcare Officer



TECHNOLOGY

ELECTIVES

- **Certificate II in Automotive Vocational Preparation**
Course Code: AUR20720
- **Certificate II Building & Construction Carpentry**
Course Code: 22614VIC
- **Certificate II in Cookery & Hospitality**
Course Code: SIT20322 & SIT20421

Careers

- Bricklayer or Stonemason
- Building Contractor or Technician
- Cabinet Maker
- Carpenter or Joiner
- Concretor or Steel Fixer
- Mechanic
- Painter or Decorator
- Plasterer
- Roofer
- Shopfitter
- Tiler – Wall & Floor



THE ARTS

ELECTIVES

- **Certificate II in Dance***
Course Code: CUA20120
- **Certificate III in Dance***
Course Code: CUA30120

Please make a note that our VET dance program has a Certificate II however second year VET dance students will undertake some Certificate III Units of competence.

Careers

- Actor, Performer, Dancer
- Animator, Artist, Illustrator or Sculptor
- Costume or Fashion Designer
- Craftsperson or Engraver
- Graphic Designer
- Make-up Artist
- Museum Officer
- Musician or technician
- Photographer
- Visual Merchandiser



HUMANITIES

ELECTIVES

- **Certificate III in Community Services (Partial completion)**
Course Code: CHC32015
- **Certificate III in Entrepreneurship and New Business**
Course Code: BSB30220

Careers

- Community Health Worker
- Personal Care Assistant
- Support Worker
- Residential Support Worker
- Youth Worker
- Small business owner
- Small business contractor

* These subjects are auspiced from another provider (i.e. These subjects are taught at St Helena by our teachers but run under the direction of another educational institution).



VET Studies



“

Certificate III in Early Childhood Education and Care is fun. We learn about children and the community by observing them and working in it. We visit child care and community centres. This is a great subject.

- Emily, Year 11

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Child Education and Care



Certificate III in Early Childhood Education and Care (partial completion)

COURSE CODE: CHC30121 (VES SUBJECT) – ACADEMY TRAINING & ASSESSMENT RTO 46340



What will I learn?

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

A range of tasks will be used to assess the level of competence for each Unit, including maintaining a log book, work book, completion of Work Placement, practical demonstration of skills acquired, contribution to group discussion, multiple choice questions, role plays and completion of assignments. Students complete ten days Work Placement per year. Opportunities will also be available to students each term where they will engage in meaningful, hands-on activities in an early child care centre.

Structured Workplace Learning (SWL) – 80 hours over the two years

1st Year students are required to complete a minimum of 40 hours per year and 2nd Year students are required to complete a minimum of 40 hours mentored work placement during this program. These hours may change due to UOC selection. A current working with children check is required for work placement when you are 18 years of age.

Students will be formally observed on their work placement and MUST demonstrate competence within the following Units of Competency represented below.

Units 1 & 2

- CHCECE056 – Work effectively in children's education and care
- CHCDIV001 – Work with diverse people
- HLTAID012 – Provide first aid in an education and care setting
- HLTWHS001 – Participate in workplace health and safety
- CHCECE034 – Use approved learning framework guide practices
- HLTFSE001 – Follow basic food safety practices
- BSBPEF403 – Lead Personal Development

Units 3 & 4

- CHCPRT001 – identify and respond to children and young people at risk
- CHCECE037 – Support children to connect with their natural environment
- CHCECE055 – Meet legal and ethical obligations in children's education and care
- CHCECE054 – Encourage understanding of Aboriginal and/or Torres Strait Islanders peoples' culture
- CHCECE030 – Support inclusion and diversity

STRONGLY RECOMMENDED UNITS >

- Health & Human Development
- Psychology

You could complete the program by choosing:

- Business Management
- Legal Studies



Contribution to the ATAR

Successful completion of the Certificate III in Early Childhood Education and Care will assist a student in gaining an ATAR that could be used to apply for further education through VTAC courses, or to accrue credits for modules in related courses.

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > Education/Early Childhood Education
- > Education/Social Work



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Early Childhood Education
- Welfare Studies
- Youth/Social Work
- Children's Services
- Education and Teaching

Possible pathways >

- Assoc. Diplomas, Adv. Certificates, Apprenticeships and Traineeships in Disability Services, Youth Work, Aged Care and Children's Services.
- Bachelor Degrees in many fields depending on which related VCE studies were chosen, e.g. Nursing, OT, Psychology and Teaching.



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VET Studies



Allied Health

HLT33021 Certificate III in Allied Health Assistance (partial completion)

COURSE CODE: HLT33021



What will I learn?

This course will teach you the skills and knowledge required to provide assistance to health professionals involved in the care of clients and involves direct client contact under supervision.

- Apply effective infection control practices
- Workplace health and safety protocols to ensure a safe working environment
- Develop effective communication techniques to interact with clients, colleagues, and healthcare professionals
- To interpret and apply medical terminology accurately
- Explore the systems and functions of the human body to better understand healthcare practices

Career Outcomes

This course will prepare you to work in clinical, community and residential settings.

Possible roles include:

- Therapy Assistant
- Physiotherapy Assistant
- Allied Health Assistant
- Speech Pathology Assistant

Units 1 & 2

- | | |
|-----------|--|
| CHCCOM005 | Communicate and work in health or community services |
| HLTWHS001 | Participate in workplace health and safety |
| HLTINF006 | Apply basic principles and practices of infection prevention and control |
| CHCDIV001 | Work with diverse people |
| CHCLEG001 | Work legally and ethically |
| HLTAID011 | Provide First Aid |

Units 3 & 4

- | | |
|-----------|---|
| HLTAAP001 | Recognise healthy body systems |
| CHCCC5015 | Provide individual support |
| CHCPRP005 | Engage with health professionals and the health care system |



Course Fees: iTFE does not charge any fees to students directly to undertake VDSS with us. These fees are in line with the Department of Education fee bands and are charged to the secondary school.



Contribution to the ATAR

Students enrolled in the HLT33022 Certificate III in Allied Health Assistance (Release 1) can earn up to six VCE VET units on their VCE statement of results, including VCE VM and VPC. This is contingent upon successfully completing the required units of competency as outlined in the VCAA Booklet for sequences 1&2 and 3&4.

Students will receive a Statement of Attainment for the partial completion of HLT33021 Certificate III in Allied Health Assistance

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > Education/Social Work



YEAR 9-12 STREAMS

HEALTH & PE

Possible pathways >

- Certificate III in Allied Health Assistance
- Certificate III Individual Support
- Certificate IV in Allied Health Assistance
- Diploma Nursing
- Diploma Remedial Massage
- Bachelor of Nursing



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VET Studies



SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Community Services?
- > Health?
- > Outdoor Education?
- > Physical Education?
- > Retail?



PATHWAYS GUIDE

- > Health Sciences
- > P.E./Human Movement/
Sport & Recreation



YEAR 9-12 STREAMS

HEALTH & PE

Suits students interested in >

- Developing skills and knowledge in coaching
- that have an interest in fitness Sport & Recreation industry

Possible pathways >

- Assoc. Diplomas, Adv. Certificates and Apprenticeships in child, aged or disability care. Bachelor Degrees in many fields depending on which related VCE studies were chosen, e.g. Nursing, OT, Psychology.
- Fitness industry roles: coach, PT, administrator, scientist, pro athlete, rec advisor, facility manager or sports official.



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Sport Aquatics and Recreation



Certificate III in Sport, Aquatics and Recreation

COURSE CODE: SIS30122 – SAVILLE



What will I learn?

YEAR 1

In Year 1, students will gain a thorough understanding of Work Health and Safety in the Sport & Recreation industry, which will then be applied to all course work throughout the two-year course. Students will conduct sport, fitness and recreation sessions for a range of participants.

The course provides an opportunity for students to develop the necessary skills and knowledge to plan and conduct a sport or recreation event for a large-scale audience, while using social media tools for collaboration and engagement.

Students will participate in a conditioning for sport unit and they will gain experience through providing quality service to clients. Students will also attain their Level 2 First Aid qualification in Year 1 of the program.

YEAR 2

In Year 2, students will develop their skills and knowledge for conducting sports coaching sessions with foundation level participants. Students will gain knowledge on how to correctly plan and conduct sport & recreation programs, as well as learning how to facilitate and educate user groups. Students are required to apply knowledge and skills gained from Year 1 of the Certificate by participating in a Work Health Safety hazard identification, risk assessment and risk control unit.

Students complete scored assessment as part of the VCE and complete an end of year VCAA exam.

STRONGLY RECOMMENDED UNITS >

- Health & Human Development
- Physical Education



Parent Payments for this VET subject i.e Uniform retained by the student will be paid directly to the supplier.



Contribution to the ATAR

Successful completion of the Certificate III in Sport & Recreation will assist a student in gaining an ATAR that could be used to apply for further education through VTAC courses, or to accrue credits for modules in related courses.

Year 11 VET must be completed to undertake Year 12 VET.



Note: this is a scored vet.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VET Studies



Community Services

Certificate III in Community Services (Partial completion)

COURSE CODE: CHC32015



What will I learn?

Community Services program aims to provide you with the knowledge and skills to achieve competencies that will enhance your employment prospects within a broad range of Community Services related industries.

Units 1 & 2

- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTWHS002 Follow safe work practices for direct client care
- HLTWHS006 Manage personal stressors in the work environment
- BSBINM301 Organise workplace information
- BSBWOR301 Organise personal work priorities and development

Units 3 & 4

- CHCCS016 Respond to client needs
- CHCCDE003 Work within a community development framework
- CHCCDE004 Implement participation and engagement strategies



Course Fees: iTFE does not charge any fees to students directly to undertake VDSS with us. These fees are in line with the Department of Education fee bands and are charged to the secondary school.



Contribution to the ATAR

Upon successful completion of this program, you will receive: Recognition of up to two VCE VET units at Units 1 and 2 level, and two VCE VET Unit 3-4 sequences. On successful completion of all course requirements, including assessment and attendance, students will be issued with a statement of attainment by iTFE.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Humanities/Arts
- > Media/Journalism



YEAR 9-12 STREAMS

HUMANITIES

Possible pathways >

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



VET Studies



Entrepreneurship and New Business



Certificate III in Entrepreneurship and New Business

COURSE CODE: BSB30220



What will I learn?

Starting up and running your own small business can be a daunting prospect. However, with the right support, training and guidance it can be one of the most rewarding and self-satisfying of life's achievements. Designed to equip budding and existing entrepreneurs, with small business fundamentals such as researching your market, developing a business plan, personal and team development, marketing, keeping track of your finances, networking and business development.

Units 1 & 2

- BSBESB301 Investigate business opportunities
- BSBESB302 Develop and present business proposals
- BSBESB303 Organise finances for new business ventures
- BSBESB305 Address compliance requirements for new business ventures
- SISSPAR002 Participate in sport at an advanced level

Units 3 & 4

- BSBOPS304 Deliver and monitor a service to customers
- BSBTWK401 Build and maintain business relationships
- BSBOPS403 Apply business risk management process
- BSBPFE301 Organise personal work priorities
- BSBESB304 Determine resource requirements for new business ventures



Course Fees: iTFE does not charge any fees to students directly to undertake VDSS with us. These fees are in line with the Department of Education fee bands and are charged to the secondary school.



Contribution to the ATAR

Upon successful completion of this program, you will receive: Recognition of up to two VCE VET units at Units 1 and 2 level and two VCE VET Unit 3-4 sequences. On successful completion of all course requirements, including assessment and attendance, students will be issued with: BSB30220 Certificate III in Entrepreneurship and New Business by iTFE.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Geography?
- > History?
- > Rural Studies?
- > Social Science?



PATHWAYS GUIDE

- > Humanities/Arts
- > Media/Journalism



YEAR 9-12 STREAMS

HUMANITIES

Possible pathways >

- Small business owner
- Small business contractor



VET Studies



“

VET Auto is one of my favourite subjects because it is extremely enjoyable yet challenging. It includes an even amount of book work and hands-on experience in the work-shop.

- Michael, Year 12

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

Automotive Studies



AUR20720 Certificate II in Automotive Vocational Preparation

COURSE CODE: AUR20720 – EDUCATIONAL LIVING



What will I learn?

Do you want a head start in the automotive industry? Then define your career pathway and enhance your entry into an automotive or associated apprenticeship with this subject. You will cut time off your TAFE course, get hands on skills and experience and increase your employability.

Automotive Mechanical stream

17 Units including a range of skills relevant to the Automotive industry e.g. Safe work practices, Identify automotive electrical and mechanical systems and components, Use and maintain tools and equipment, Carry out basic vehicle servicing operations, Remove and replace engine cylinder heads, Dismantle and assemble four-stroke petrol engines.

Units 1 & 2

- AUR20720 – Communicate effectively in an automotive workplace
- AURAF103 – Follow safe working practices in an automotive workplace
- AURASA102 – Identify automotive mechanical systems and components
- AURLTA101 – Use and maintain tools and equipment in an automotive workplace
- AURTTK102 – Remove and replace wheel and tyre assemblies
- AURTTJ003 – Dismantle and assemble single cylinder four-stroke petrol engines
- AURTTE007 – Inspect, test and service batteries
- AURETR115 – Remove and refit vehicle batteries
- AURETR146 – Recharge vehicle batteries
- AURETR147 – Remove and replace radiators
- AURTTC004 – Follow environmental and sustainability best practice in an automotive workplace
- AURAEA002 – Resolve routine problems in an automotive workplace
- AURAF104 – Identify automotive electrical systems and components
- AURETR003 – Remove and replace engine cylinder heads
- AURVTW010 – Set up and use welding equipment
- AURTTA003 – Use and maintain basic mechanical measuring devices
- AURTTA027 – Carry out basic vehicle servicing operations

Units 3 & 4

- AUR20716 – Follow environmental and sustainability best practice in an automotive workplace
- AURAEA002 – Resolve routine problems in an automotive workplace
- AURAF104 – Identify automotive electrical systems and components
- AURETR003 – Remove and replace engine cylinder heads
- AURVTW010 – Set up and use welding equipment
- AURTTA003 – Use and maintain basic mechanical measuring devices
- AURTTA027 – Carry out basic vehicle servicing operations

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Automotive
- > Engineering



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Cars
- General car maintenance, diagnosing and testing for faults
- Fabrication
- Engines and how they work

Possible pathways >

- Assoc. Diplomas, Adv. Certificates, Apprenticeships and traineeships in a wide range of Automotive Studies, Mechanic, Engineer, Panel Worker, Auto Elec Technician.
- Bachelor Degrees in many fields depending on which related VCE studies were chosen, e.g. Engineering.



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VET Studies



Automotive Studies

AUR20720 Certificate II in Automotive Vocational Preparation

COURSE CODE: AUR20720 – EDUCATIONAL LIVING

STRONGLY RECOMMENDED UNITS >

- Systems Engineering
- Maths Unit 1 & 2 including Foundation Maths

You could complete the program by choosing:

- Computing
- Your choice!



Parents will make direct payment to suppliers regarding PPE and uniform retained by the student.



Contribution to the ATAR

Successful completion of the Certificate II in Automotive Technology Studies will assist a student in gaining an ATAR that could be used to apply for further education through VTAC courses, or to accrue credits for modules in related apprenticeship and engineering courses. (Where scored assessment is not available it contributes as a 10% increment to primary four.)

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Automotive?
- > Construction?
- > Electro-technology?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Automotive
- > Engineering



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Cars
- General car maintenance, diagnosing and testing for faults
- Fabrication
- Engines and how they work

Possible pathways >

- Assoc. Diplomas, Adv. Certificates, Apprenticeships and traineeships in a wide range of Automotive Studies, Mechanic, Engineer, Panel Worker, Auto Elec Technician.
- Bachelor Degrees in many fields depending on which related VCE studies were chosen, e.g. Engineering.



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VET Studies



SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Construction?
- > Electro-technology?
- > Metalwork and Engineering?



PATHWAYS GUIDE

- > Metal Trades
- > Wood Trades



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Building, construction or any facet of the building industry
- Students who enjoy project based learning

Possible pathways >

- Assoc. Diplomas, Adv. Certificates, Apprenticeships and traineeships in Furnishing, Furniture, Manufacturing, Building and Construction related industries.
- Bachelor Degrees in many fields depending on which related VCE studies were chosen, e.g. Design & Technology, Industrial Design.



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Building & Construction



Certificate II in Building & Construction Carpentry (Partial Completion)

COURSE CODE: 22614VIC CERTIFICATE II BUILDING & CONSTRUCTION PRE-APPRENTICESHIP



What will I learn?

This hands-on course is an introduction to the building and construction industry and provides you with skills and training in carpentry and a range of building trades. Prepare yourself for the future! Students will gain experience in:

- workplace safety
- workplace procedures for environmental sustainability
- levelling
- safe handling and use of power tools
- workplace documents and plans
- building structures
- calculations for the building industry
- quality principles for the building industry
- basic demolition of timber structures.

In addition to the core modules students will choose 228 hours from the carpentry stream.



Students will be working towards their CERT II in Building and Construction – in order to complete the full certificate they will need to continue further studies.

STRONGLY RECOMMENDED UNITS >

- VET Furniture Making
- Produce Design and Technology
- Maths Unit 1 & 2 including Foundation Maths

You could complete the program by choosing:

- Design Technology
- Systems and Technology
- Business Management



Parents will make direct payment to suppliers regarding PPE and uniform retained by the student.



ATAR Contribution: *Students who receive a Units 3 & 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies.) The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). The VCE/ VET Building and Construction program does not offer scored assessment.*

Credit in the VCE: *Students who complete this program (at least 360 hours) will be eligible for four units credit towards their VCE: two units at Units 1 & 2 and a Units 3 & 4 sequence.*

The Units 3 & 4 sequence of VET Building and Construction is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 & 4 sequence without first completing Units 1 & 2.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VET Studies



SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Food Studies?
- > Home Economics?
- > Hospitality?



PATHWAYS GUIDE

- > Hospitality/Food
- > Health
- > Travel/Tourism



YEAR 9-12 STREAMS

TECHNOLOGY

Suits students interested in >

- Food preparation
- Food presentation
- A career in the food industry

Possible pathways >

- Assoc. Diplomas, Adv. Certificates and Apprenticeships in Hospitality
- Tourism, Hospitality and Events Training
- Food/beverage attendant, bar/bottle shop attendant, front/office/receptionist, catering assistant, kitchen hand, cook's assistant or short order cook



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

Cookery

Certificate II in Hospitality/Cookery

COURSE CODE: SIT20322 – HOSPITALITY

COURSE CODE SIT2042 – COOKERY



What will I learn?

This course provides students with skills and knowledge to be competent in a range of kitchen functions and activities.

Units 1 & 2 – SIT20322 Hospitality

- SITXFS005 – Use Hygienic practices for food safety
- SITXWHS005 – Participate in safe work practices
- SITHKOP009 – Clean kitchen premises and equipment
- SITHCCC023 – Use food preparation equipment
- SITHCCC024 – Prepare and present simple dishes
- SITHCCC027 – Prepare dishes using basic methods of cookery
- SITHIND007 – Use hospitality skills effectively
- SITHIND006 – Source and use information on the hospitality industry
- BSBTWK202 – Work effectively with others
- SITXCOM007 – Show social and cultural sensitivity
- SITXCCS011 – Interact with customers
- SITXINV006 – Receive, store and maintain stock

Units 3 & 4 – SIT20421 Cookery

- SITHCCC034 – Work effectively in a commercial kitchen
- SITHCCC028 – Prepare appetisers and salads
- SITHCCC029 – Prepare stocks, sauces, and soups
- SITHCCC030 – Prepare vegetable, fruit, egg and farinaceous dishes



Parents will be expected to pay for uniform and knife set for VET Kitchen Op's, payment will be made directly to the supplier.

STRONGLY RECOMMENDED UNITS >

- Food Technology



The Units 3 & 4 sequence of VET Cookery is not designed as a stand-alone study. Students cannot undertake the Units 3 & 4 sequence without first completing the five core units of competence which comprise Unit 1. This is a two-year, School Based Apprenticeship and Traineeship program. Work will be undertaken in various hospitality enterprises where food is prepared and serviced including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Students may work with some autonomy, or in a team, but usually under close supervision.

Credit in the VCE: Students who complete the program will be eligible for up to four units of credit towards their VCE: two at Unit 1 & 2 level and a Unit 3 & 4 sequence.

ATAR Contribution: Students who study a Unit 3 & 4 sequence of a School Based Apprenticeship and Traineeship program in Hospitality may choose to undertake scored assessment or may choose to opt-out and receive a 10% increment towards their ATAR (10% of the average of the primary four scaled studies). Students must undertake scored Units 3 & 4 assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Scored Assessment: Students wishing to receive a study score for VCE VET Cookery Program 2 must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score. Scored assessment is based on the Units 3 & 4 sequence of VCE VET Cookery and VCE VET Cookery (Kitchen Operations).

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VET Studies



Dance

Certificate II in Dance

COURSE CODE: CUA20120 CERTIFICATE II IN DANCE

The VET Dance program is a practical course for dancers. This course is part of the CUA20120 Live Performance Training Package.

Students who successfully complete CUA20120 Certificate II in Dance obtain a qualification that is recognised Australia wide. In addition, the VET Dance program includes elective dance performance Units at Certificate III level. Students undertaking scored assessment will complete two Level 3 dance electives.



What will I learn?

St Helena Secondary College has designed its VCE VET Dance program to cater for a range of learning styles.

The course is a program of active experiences where students engage physically in dance classes, rehearsals, auditions, performance, dance scenarios and case studies, as well as enquiry based learning such as independent research and group presentations.



Parents will be expected to pay for uniform for VET Dance and payment will be made directly to the supplier.

Units 1 & 2

- | | |
|----------------------|---|
| CUADAN211 – | Develop basic dance techniques |
| CUAPRF211 – | Prepre for live performances |
| CUAWHS111 – | Follow safe dance practices |
| CUAWHS211 – | Develop a basic level of physical fitness for dance performance |
| BSBTW201 – | Work effectively with others |
| CUADAN213 Elective – | Perform basic jazz dance techniques |
| CUADAN215 Elective – | Perform basic contemporary dance techniques |
| CUADAN216 Elective – | Perform basic ballet techniques |
| CUADAN217 Elective – | Perform basic tap techniques |
| CUADAN218 Elective – | Perform basic street dance techniques |
| CUADAN219 Elective – | Perform basic cultural dance techniques |
| CUADAN220 Elective – | Perform basic lyrical dance techniques |

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Music
- > Performing Arts



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Dancing/performance
- Dance styles and choreography
- Expressive movement
- Creativity
- Kinaesthetic learning
- Body and movement

Possible pathways >

- Dancer
- Dance teacher/instructor



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VET Studies



Dance

Certificate III in Dance

COURSE CODE: CUA30120 CERTIFICATE III IN DANCE – AUSDANCE

Unit 3 & 4

CUADAN212	Incorporate artistic expression into basic dance performances
CUAIND211–	Develop and apply creative arts industry knowledge
CUAPRF314 –	Develop audition techniques
CUAPRF317 –	Develop performance techniques
CUAPFR211 –	Prepare for live performances
CUADAN315 Elective –	Increase depth of Jazz dance techniques
CUADAN316 Elective –	Increase depth of ballet dance techniques
CUADAN317 Elective –	Increase depth of cultural dance techniques
CUADAN318 Elective –	Increase depth of contemporary dance techniques
CUADAN319 Elective –	Increase depth of street dance techniques
CUADAN321 Elective –	Increase depth of tap dance techniques
CUADAN322 Elective –	Increase depth of lyrical dance techniques

RECOMMENDED UNITS >

- Health & Human Development
- Physical Education
- VET Community Recreation



Credit in the VCE: Students who complete the Certificate II in Dance will be eligible for four units of credit towards their VCE: two units at Units 1 & 2 and a Units 3 & 4 sequence. A Study Score is available for this program, which can contribute directly to your ENTER – either as one of your best four studies ('the primary four') or as your fifth or sixth study.

ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence of VCE VET Dance must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Scored Assessment: Students wishing to receive a study score for VCE VET Dance must undertake scored assessment. This consists of three coursework tasks, worth 50% of the overall study score and a performance examination, worth 50% of the overall study score. Scored assessment is based on the Units 3 & 4 sequence of 21764VIC Certificate II in Dance. For further information see the Ausdance website

🔗 www.ausdancevic.org.au/vcevet/

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

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

SUBJECT SNAPSHOT

DO YOU ENJOY...

- > Art?
- > Entertainment?
- > Media Studies?
- > Music?
- > Performing Arts?
- > Textiles and Design?



PATHWAYS GUIDE

- > Music
- > Performing Arts



YEAR 9-12 STREAMS

PERFORMING ARTS

Suits students interested in >

- Dancing/performance
- Dance styles and choreography
- Expressive movement
- Creativity
- Kinaesthetic learning
- Body and movement

Possible pathways >

- Dancer
- Dance teacher/instructor



This subject can be selected by students undertaking mainstream, Early Start, Specialist Choice and ACE Programs.

VCE VOCATIONAL MAJOR



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR

WHAT IS VCE VOCATIONAL MAJOR?

SUBJECT OVERVIEW

INTERVIEW AND APPLICATION PROCESS

VCE VOCATIONAL MAJOR

VCE VM LITERACY

VCE VM NUMERACY

VCE VM PERSONAL DEVELOPMENT SKILLS

VCE VM WORK RELATED SKILLS

VICTORIAN PATHWAYS CERTIFICATE (VPC)

VPC LITERACY

VPC NUMERACY

VPC PERSONAL DEVELOPMENT SKILLS

VPC WORK RELATED SKILLS



VCE VOCATIONAL MAJOR



What is VCE Vocational Major?

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Completing the VCE Vocational Major?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition. Most students will undertake between 16–20 units over the two years.

Vocational and Applied Learning in the VCE Vocational Major

New curriculum in VCE VM Literacy, Numeracy, Personal Development Skills and Work Related Skills has been developed by panels of current applied learning practitioners. The new curriculum is engaging, based in real life and gives students in-demand skills needed for the future world of work.

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR



What is VCE Vocational Major?

Enrolling in the VCE Vocational Major Studies

Students may only enrol in VM studies if they are undertaking the VCE VM program. There are specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the VCE.

Assessment of VCE Vocational Major studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation. Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

VCE Vocational Major Students and the General Achievement Test (GAT)

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

HOME

[MIDDLE SCHOOL PATHWAYS](#)[YEAR 9 STUDIES](#)[SENIOR SCHOOL PATHWAYS](#)[YEAR 10 STUDIES](#)[VCE STUDIES](#)[VET STUDIES](#)[VCE VOCATIONAL MAJOR](#)[GLOSSARY](#)[COLLEGE CONTACTS](#)

VCE VOCATIONAL MAJOR



Subject Overview

VCE VOCATIONAL MAJOR	YEAR 10	YEAR 11	YEAR 12
	Successful completion of any Year 10 program	5 subject option - VCE VM Literacy Unit 1 & 2 or VCE English Units 1 & 2 - VCE VM Numeracy Unit 1 & 2 or VCE Mathematics Units 1 & 2 - VCE VM Work Related Skills (WRS) Units 3 & 4 - VET Units 1 & 2 - Structured Work Placement (1 day) - School Based Apprenticeship (optional) - VET Cert II in Horticulture 6 subject option - Pick up an extra VCE unit 1 & 2 subject	5 subject option - VCE VM Literacy Units 3 & 4 or VCE English Units 3 & 4 - VCE VM Numeracy Units 3 & 4 or VCE Mathematics Units 3 & 4 - VCE VM Personal Development skills (PDS) Units 3 & 4 - VET Units 3 & 4 - Structured Work Placement (1 day) - School Based Apprenticeship (optional) - VET Cert II in Horticulture VCE focus option (non-scored) - Students may elect to drop Units 3 & 4 from VM WRS and or VM PDS and or VET and replace with VCE subjects, but must complete a minimum of three unit 3 & 4 sequences plus VCE VM Literacy or VCE English Units 3 & 4

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS





Interview and Application Process

Students will apply for VCE VM via an electronic form submitted by the subject selection due date. As there is a limit of 20 places and a rigorous selection process, students must also complete subject selections for a Year 11 VCE program as a back up option if they are unsuccessful in their VCE VM application.

All students who apply to do VCE VM at St Helena will need to undertake an interview with the VCE VM Coordinator and 1 or 2 other teachers at the College.

Students will be required to prepare responses to some or all of the questions below (students will be provided with this information prior to the interview).

1. Do you have an area of interest, in which to do training and work placement?
2. Are you willing to undertake a VET subject?
3. Have you completed a careers action plan?
4. Have you participated in work experience? What work did you do?
5. Describe some of the skills you apply or learnt that were useful?
6. Do you attend class regularly?
7. Are you a cooperative, mature and responsible student?
8. Are you able to work independently? Give an example.
9. Do you have good organisational skills? Give an example.
10. Do you work well in teams/groups?
11. Have you passed all your Year 10 subjects?
12. Do you complete all set classwork and assignments?
13. Did you attend the VCE VM information evening?

What is an SBAT?

- A VCE VM certificate which is a recognised senior certificate by the Victorian Curriculum Assessment Authority (i.e. A Year 12 Certificate)
- A VET certificate (Level Two or higher)
- Pathway to TAFE, Apprenticeship, Traineeship or Workforce
- Work experience
- On the job training
- Possible School Based Apprenticeship

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR



VCE VM
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VCE VM Literacy

UNIT 1



What will I learn?

In Unit 1, students focus on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text. Students then build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world. Students then build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR



VCE VM
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VCE VM Literacy

UNIT 2



What will I learn?

In Unit 2, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions. Students then practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR



VCE VM
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VCE VM Literacy

UNIT 3



What will I learn?

In Unit 3, students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Students then focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

UNIT 4



What will I learn?

In Unit 4, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Students then use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR



VCE VM
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VCE VM Numeracy

UNIT 1 & 2



What will I learn?

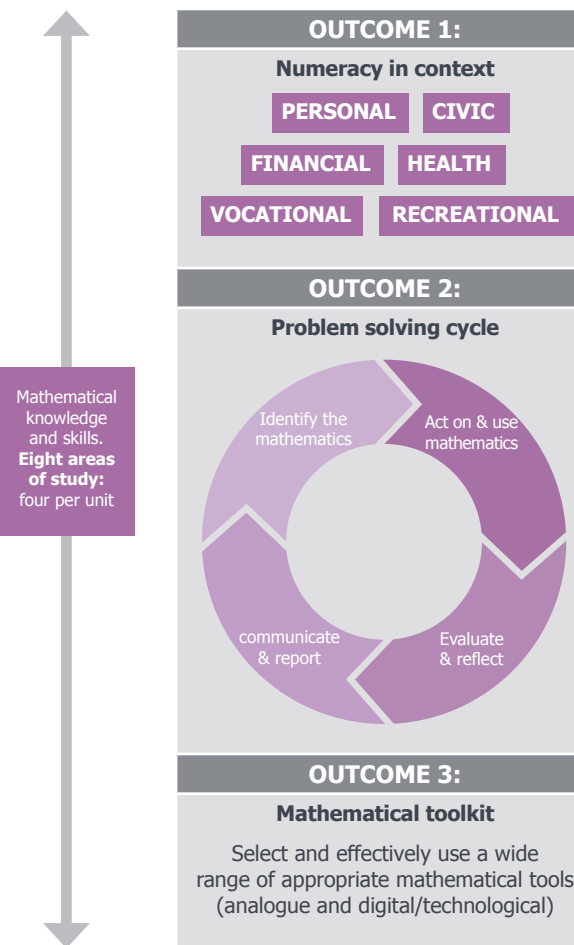
In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study:

- Area of Study 1: Number
- Area of Study 2: Data
- Area of Study 3: Dimension and Direction
- Area of Study 4: Shape
- Area of Study 5: Quantity and measures
- Area of Study 6: Relationships
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.



HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR



VCE VM
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VCE VM Numeracy

UNIT 3 & 4



What will I learn?

In Units 3 & 4, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study:

Area of Study 1: Number
Area of Study 2: Shape
Area of Study 3: Quantity and measures
Area of Study 4: Relationships
Area of Study 5: Dimension and direction
Area of Study 6: Data
Area of Study 7: Uncertainty
Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Mathematical knowledge and skills.
Eight areas of study:
four per unit

OUTCOME 1:

Numeracy in context

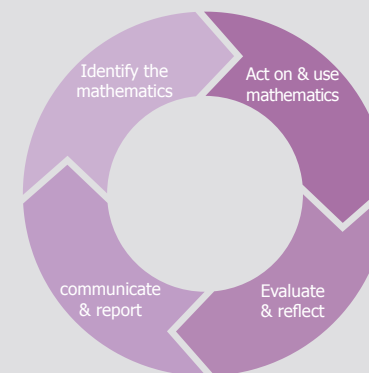
PERSONAL CIVIC

FINANCIAL HEALTH

VOCATIONAL RECREATIONAL

OUTCOME 2:

Problem solving cycle



OUTCOME 3:

Mathematical toolkit

Select and effectively use a wide range of appropriate mathematical tools (analogue and digital/technological)

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VCE VOCATIONAL MAJOR



VCE VM
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VCE VM Personal Development Skills

UNIT 3



What will I learn?

Unit 3 considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

Students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society.

Students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity.

UNIT 4



What will I learn?

Unit 4 focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project.

Students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VCE VOCATIONAL MAJOR



VCE VM
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VCE VM Work Related Skills

UNIT 3



What will I learn?

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work-life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace.

Students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. Students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace.

UNIT 4



What will I learn?

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS





What is the Victorian Pathways Certificate (VPC)?

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

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.

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

Victorian Pathways Certificate enrolment suitability?

When enrolling a student into the VPC, the individual needs of the student must be considered. Discussions about the VPC's suitability for a student should be conducted between the VPC provider, the student and their family.

VPC Suitability guidelines have been developed to inform decision making regarding the appropriateness of the VPC for individual students before they are enrolled in the certificate.

Completing The Victorian Pathways Certificate

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC. The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially. VPC units have been designed to align to the VCE VM units to enable providers to deliver the VCE VM and VPC within the same classroom where required.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS





What is the Victorian Pathways Certificate (VPC)?

Vocational and Applied Learning in the Victorian Pathways Certificate

New curriculum in VPC Literacy, Numeracy, Personal Development Skills and Work Related Skills has been developed by panels of current applied learning practitioners. The new curriculum is engaging, based in real life and gives students in-demand skills needed for the future world of work. Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

Enrolling in Victorian Pathways Certificate studies

There are no formal entry requirements for VPC studies. The VPC has been designed to accommodate flexible entry and exit. Students can enter VPC studies at a time that best suits their learning needs, abilities and interests.

Parameters for entry and exit in schools are determined by school regulations and enrolment guidelines. Flexible entry and exit points of non-school VPC providers are determined by the policies and regulations of that education provider. The VPC has been designed to be flexible, enabling the individual needs and capacity of students to be recognised.

Some students with particular needs may require additional resources to enable the successful completion of the learning program and some students may require additional time to achieve learning goals. Identified students may start the certificate in Year 10 if they require additional time to complete the course. It is not recommended that the VPC be delivered in Year 10 as a standalone program.

Assessment of the Victorian Pathways Certificate

Each VPC unit of study has modules with specified learning goals. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. The VPC studies are standards-based. All assessments for the achievement of learning goals are school-based and assessed through a range of assessment activities and tasks. Schools will report a student's result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete). There are no external assessments of VPC studies. VPC studies do not contribute to the ATAR.

Certification

Upon successful completion of the VPC, students receive a certificate and a Statement of Results. Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Victorian Pathways Certificate and the General Achievement Test (GAT)

There is no requirement for VPC students to sit the GAT unless they are enrolled in VCE units 3 or 4 or a scored VET subject.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Literacy

UNIT 1



What will I learn?

Module 1: Literacy for personal use

The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Texts should be chosen from a range of local and global perspectives including First Nations peoples' and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience.

Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings. With support, students will develop their understanding of the purposes and key ideas within texts. They will develop their understanding and knowledge of the layout and format of a range of texts and will also develop their skills in the use of indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience and their understanding of the content of a text.

Module 2: Understanding and creating digital texts

The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message. Students will read, view and interact with different digital texts, and participate in learning activities to develop capacity to explore and discuss impact. They will identify the ways a visitor will encounter and experience digital texts, considering purpose and the social and workplace values associated with them.

As a part of this exploration of the digital world, students will participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC Literacy

UNIT 2



What will I learn?

Module 1: Exploring and understanding issues and voices

The purpose of this module is to enable students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable material should take into consideration the interests and abilities of the student cohort and respond to the content that students typically read, including social media, and content from vocational and workplace settings. Students will discuss and debate how personal and vested interests affect personal responses to an issue.

Module 2: Informed discussion

This module enables students to practice and participate in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Literacy

UNIT 3



What will I learn?

Module 1: Literacy for civic participation

This module enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

Module 2: Literacy for pathways and further learning

This module enables students to develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.

UNIT 4



What will I learn?

Module 1: Negotiated Project

In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

The project must have an actionable goal. The project can be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Numeracy

UNIT 1



What will I learn?

Module 1: Personal numeracy

Personal numeracy relates to the mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events.

Personal numeracy relates to understanding, using and interpreting numerical and mathematical information presented and embedded in different formats, in order to undertake personally relevant activities in highly familiar situations.

The understanding, use and interpretation of personal numeracy can be drawn from the following, but are not limited to these examples:

- transport and travel: planning routes, travel times and destinations including use of highly familiar maps, apps and software
- planning or scheduling: a day out or attending a social/community event or activity
- planning a BBQ, family event, trips to sites of cultural significance
- personal and home/family day-to-day tasks: such as cooking, gardening, sport, travel.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Focus Area: Location

The focus of location includes understanding of space, direction and location in relation to highly familiar local places. Students should be able to follow simple and familiar directions to locations based on digital or printed maps. Students should demonstrate an awareness of their place in space.

Focus Area: Systematics

The focus of systematics includes using everyday technology to input and output information for the purposes of planning and scheduling. Students should be able to choose a number of inputs of familiar data and read the outputs, and any summary information derived from the technology.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Numeracy

UNIT 1



What will I learn?

Module 2: Financial Numeracy

Financial numeracy relates to undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management money.

Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.

The understanding, use and interpretation of financial numeracy can be drawn from the following, but are not limited to these examples:

- income: pay, pay rates, payslips, deductions, loadings
- shopping and living costs: payments, costs, checking change, savings on sale items, utility bills, comparing common familiar food costs \$/kg, and comparing pricing per unit costs on price tags to ascertain value for money
- personal banking: opening and managing an account, keeping money safe online, and common methods of payments
- savings: personal saving plans and amounts, and how to reduce costs.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Focus Area: Number

This focus area aims to develop students' number sense through meaningful application of numeracy practices to a range of contexts where whole numbers and some simple fractions and decimals are used.

Focus Area: Change

The focus of change includes the recognition of simple patterns and change in spatial, arithmetical and numerical contexts and applications. Students should recognise when change is occurring.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Numeracy

UNIT 2



What will I learn?

Module 3: Health and recreational numeracy

Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies.

The understanding, use and interpretation of health and recreational numeracy can be drawn from the following, but are not limited to these examples:

- personal health and wellbeing: food and drinks ingredients and intakes, current social issues affecting youth such as binge drinking or vaping
- First Nations peoples health awareness
- traditional games in the First Nations peoples context including games from different regions within Australia
- cooking and eating: planning and making meals, following simple recipes,
- sport and e-sports/games: score keeping, timing, shapes/dimensions of playing spaces
- crafts and hobbies: concepts of shape and dimension in design and creation of goods/items.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Focus Area: Shape

The focus of shape includes the recognition, naming and comparison of familiar shapes and objects in relation to size and shape of common one- and two-dimensional shapes. Students should be able to describe and classify common and familiar shapes in both diagrammatical and concrete forms. This focus also includes common characteristics and properties used in classifying shapes.

Focus Area: Quantity and Measures

The focus of quality and measures enables students to explore highly familiar everyday measurements and quantities. Students will develop a beginning sense of estimation and will know and use simple and straightforward quantities and measurements such as those found in the home.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Numeracy

UNIT 2



What will I learn?

Module 4: Civic numeracy

Civic numeracy refers to activities related to participating in the student's community and social life through being aware of and knowing about government and societal data, information and related processes.

The understanding, use and interpretation of civic numeracy can be drawn from the following, but are not limited to these examples:

- data and information in the popular media: sports results, weather, music, and film
- infographics: reading and understanding basic data and information presented in infographics from government, authorities, independent agencies, cultural and community organisations
- simple, everyday risk and likelihood of events: understanding basic risk and generalised likelihood and chance of events relating to society such as weather, health, polls.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Focus Area: Data

Data can be found in everyday life, workplaces, and society. Students should be able to collect, represent and read familiar data represented in simple graphs and tables found in the media or in everyday contexts.

Focus Area: Likelihood

The focus of likelihood includes being able to understand and use everyday language of likelihood and chance related to common and familiar events. Students should be able to talk about chance and risk given the likelihood of common and familiar events occurring.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Personal Development Skills

UNIT 1



What will I learn?

Module 1: Understanding self

This module explores personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience. Focusing on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Module 2: Developing self

This module explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They will consider a variety of influences on personal health and wellbeing. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways.

UNIT 2



What will I learn?

Module 1: Exploring and connecting with community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Module 2: Community participation

This module explores how communities provide support to members. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations. Students will identify and explore options and opportunities for connecting with their local community.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Work Related Skills

UNIT 1



What will I learn?

Module 1: Interests, skills and capabilities in the workplace

This module examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities.

Module 2: Employment opportunities and workplace conditions

This module explores the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will interview an employee about training and employment experiences and present findings supported by appropriate technology.

Module 3: Applying for an employment opportunity

This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.

UNIT 2



What will I learn?

Module 1: Identifying and planning for a work-related activity

This module commences the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity.

Module 2: Completing and reviewing a small-scale work-related activity

This module focuses on the completion and review of a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts.

Module 3: Reporting on a small-scale work-related activity

This module develops students' communication and technology skills through reporting on small-scale work-related activity. Students will learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



VICTORIAN PATHWAYS CERTIFICATE (VPC)



VPC
SNAPSHOT



PATHWAYS GUIDE

- > Further study at TAFE
- > Employment
- > Apprenticeship or Traineeship

VPC Work Related Skills

UNIT 3



What will I learn?

Module 1: Healthy workplace practice

This module introduces students to the workplace and the role of physical and mental health in the workplace. Students will examine how employees can contribute to the physical and mental health of self and colleagues, and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.

Module 2: Rights and responsibilities

This module distinguishes between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings.

Module 3: Physical health and safety

This module explores physical health and safety in the workplace. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

UNIT 4



What will I learn?

Module 1: Explore and plan for potential pathways

This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

Module 2: Employment seeking activities and the application process

This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.

Module 3: Interview

This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9-12 Streams



> COMMERCE	> ENGLISH	> HEALTH & PE	> PERFORMING ARTS	> SCIENCE
> HUMANITIES	> LOTE	> MATHEMATICS	> VISUAL ARTS	> TECHNOLOGY

	 YEAR 9-12 STREAMS COMMERCE ACCOUNTING	 YEAR 9-12 STREAMS COMMERCE BUSINESS	 YEAR 9-12 STREAMS COMMERCE ECONOMICS
YEAR 12	Unit 3 & 4 Accounting	Unit 3 & 4 Business Management	Unit 3 & 4 Economics
YEAR 11	Unit 1 & 2 Accounting	Unit 1 & 2 Business Management	Unit 1 & 2 Economics
YEAR 10	- Money Matters - Humanities Core or Advanced	- Money Matters - Humanities Core or Advanced	- Money Matters - Humanities Core or Advanced (recommended)
YEAR 9	Humanities Core	- Humanities Core - The Economics of Business	Humanities Core



These tables are interactive – click on each subject to view their description.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9-12 Streams



- | | | | | |
|--------------|-----------|---------------|-------------------|--------------|
| > COMMERCE | > ENGLISH | > HEALTH & PE | > PERFORMING ARTS | > SCIENCE |
| > HUMANITIES | > LOTE | > MATHEMATICS | > VISUAL ARTS | > TECHNOLOGY |

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

	 YEAR 9-12 STREAMS VCE GEOGRAPHY	 YEAR 9-12 STREAMS VCE HISTORY	 YEAR 9-12 STREAMS VCE LEGAL/POLITICS	 YEAR 9-12 STREAMS VCE PHILOSOPHY
YEAR 12	Unit 3 & 4 Geography	Unit 3 & 4 History (Revolutions)	Unit 3 & 4 Legal Studies AND/OR Politics	Unit 3 & 4 Philosophy
YEAR 11	Unit 1 & 2 Geography	Modern History AND/OR Empires	Unit 1 & 2 Legal Studies AND/OR Politics	Unit 1 & 2 Philosophy
YEAR 10	Humanities <i>Core</i> OR Humanities <i>Advanced</i>	Humanities - History/Politics Advanced (recommended)	Humanities - History/Politics Advanced (recommended)	- Humanities <i>Core</i> OR Humanities <i>Advanced</i> - Philosophy
YEAR 9	Humanities <i>Core</i> OPTIONAL – Biogeography	Humanities <i>Core</i> OPTIONAL – Monsters and Maniacs	Humanities <i>Core</i>	Humanities <i>Core</i>



These tables are interactive – click on each subject to view their description.



YEAR 9-12 Streams

- | | | | | |
|--------------|-----------|---------------|-------------------|--------------|
| > COMMERCE | > ENGLISH | > HEALTH & PE | > PERFORMING ARTS | > SCIENCE |
| > HUMANITIES | > LOTE | > MATHEMATICS | > VISUAL ARTS | > TECHNOLOGY |

	 YEAR 9-12 STREAMS VCE ENGLISH	 YEAR 9-12 STREAMS VCE LITERATURE	 YEAR 9-12 STREAMS CORE ELECTIVES
YEAR 12	Unit 3 & 4 English	Unit 3 & 4 Literature	Unit 3 & 4 English
YEAR 11	Unit 1 & 2 English	Unit 1 & 2 Literature	- Unit 1 & 2 English - Unit 3 & 4 Literature
YEAR 10	- English - Advanced	- English - Advanced	- Advanced - Units 1 & 2 Literature
YEAR 9	English Core	- English Core - Childrens Literature - Analysing Games	Year 9 - Core



These tables are interactive – click on each subject to view their description.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

YEAR 9-12 Streams



- | | | | | |
|--------------|-----------|---------------|-------------------|--------------|
| > COMMERCE | > ENGLISH | > HEALTH & PE | > PERFORMING ARTS | > SCIENCE |
| > HUMANITIES | > LOTE | > MATHEMATICS | > VISUAL ARTS | > TECHNOLOGY |

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9-12 STREAMS

VCE ITALIAN

YEAR 12	Unit 3 & 4 Italian
YEAR 11	Unit 1 & 2 Italian
YEAR 10	- Italian - Italian Intensive Language Course
YEAR 9	- Italian – Travel and Culture - Rogues and Radicals of the Renaissance



These tables are interactive – click on each subject to view their description.



YEAR 9-12 Streams



> COMMERCE	> ENGLISH	> HEALTH & PE	> PERFORMING ARTS	> SCIENCE
> HUMANITIES	> LOTE	> MATHEMATICS	> VISUAL ARTS	> TECHNOLOGY

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

	 YEAR 9-12 STREAMS VCE PHYSICAL EDUCATION	 YEAR 9-12 STREAMS VET SPORT AQUATICS & RECREATION	 YEAR 9-12 STREAMS VCE HEALTH & HUMAN DEVELOPMENT	 YEAR 9-12 STREAMS VCE OUTDOOR & ENVIRONMENTAL STUDIES
YEAR 12	Unit 3 & 4 Physical Education	Unit 3 & 4 VET Sport Aquatics & Rec.	Unit 3 & 4 Health & Human Dev.	
YEAR 11	Unit 1 & 2 Physical Education	Unit 1 & 2 VET Sport Aquatics & Rec.	Unit 1 & 2 Health & Human Dev.	Unit 3 & 4 Outdoor & Environmental Studies
YEAR 10	- Advanced Fitness AND/OR - Pre-VCE Physical Education	- PRE Sport, Aquatics and Recreation - Pre-VCE Physical Education	- Pre-VCE HDD - Advanced Fitness - Pre-VCE Physical Education	Unit 1 & 2 Outdoor & Environmental Studies
YEAR 9	- Fit For Life - Field and Ball Sports - Striking Sports	- Fit For Life - Field and Ball Sports - Striking Sports	- Fit For Life - Field & Ball Sports	- Fit For Life - Outdoor Education - Field & Ball Sports



These tables are interactive – click on each subject to view their description.



YEAR 9-12 Streams

MATHEMATICS



- | | | | | |
|--------------|-----------|---------------|-------------------|--------------|
| > COMMERCE | > ENGLISH | > HEALTH & PE | > PERFORMING ARTS | > SCIENCE |
| > HUMANITIES | > LOTE | > MATHEMATICS | > VISUAL ARTS | > TECHNOLOGY |

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

	 YEAR 9-12 STREAMS VCE FOUNDATION MATHS	 YEAR 9-12 STREAMS VCE GENERAL MATHS	 YEAR 9-12 STREAMS VCE MATHS METHODS	 YEAR 9-12 STREAMS VCE SPECIALIST MATHS
YEAR 12	Unit 3 & 4 Foundation Maths	Unit 3 & 4 General Maths	Unit 3 & 4 Maths Methods	- Unit 3 & 4 Specialist Maths - Unit 3 & 4 Maths Methods
YEAR 11	Unit 1 & 2 Foundation Maths	Unit 1 & 2 General Maths	Unit 1 & 2 Maths Methods	- Unit 1 & 2 Specialist Maths - Unit 1 & 2 Maths Methods
YEAR 10	General Maths or 10 Foundation Maths	General Maths or Pre-Methods	Pre-Methods or 10 Mathematics (Advanced)	Pre-Methods or 10 Mathematics (Advanced)
YEAR 9	Maths Core	Maths Core	Maths Core	Maths Core



These tables are interactive – click on each subject to view their description.



YEAR 9-12 Streams



> COMMERCE	> ENGLISH	> HEALTH & PE	> PERFORMING ARTS	> SCIENCE
> HUMANITIES	> LOTE	> MATHEMATICS	> VISUAL ARTS	> TECHNOLOGY

	 YEAR 9-12 STREAMS VCE/VET DANCE	 YEAR 9-12 STREAMS VCE DRAMA	 YEAR 9-12 STREAMS VCE/VET MUSIC	 YEAR 9-12 STREAMS VCE THEATRE
YEAR 12	Unit 3 & 4 VET Dance OR VCE Dance		Unit 3 & 4 Music Performance	Unit 3 & 4 Theatre
YEAR 11	Unit 1 & 2 VET Dance OR VCE Dance	Unit 3 & 4 Drama	Unit 1 & 2 Music	Unit 1 & 2 Theatre
YEAR 10	VET Dance (Early Start)	Drama POP	- Music Performance - Music Technology	VCE Theatre Studies
YEAR 9	Dance	Drama	Music Performance AND/OR Entertainment Technology	Drama



These tables are interactive – click on each subject to view their description.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9-12 Streams

> COMMERCE	> ENGLISH	> HEALTH & PE	> PERFORMING ARTS	> SCIENCE
> HUMANITIES	> LOTE	> MATHEMATICS	> VISUAL ARTS	> TECHNOLOGY

	 YEAR 9-12 STREAMS VCE ART CREATIVE PRACTICE	 YEAR 9-12 STREAMS VCE ART MAKING AND EXHIBITING TOP	 YEAR 9-12 STREAMS VCE MEDIA	 YEAR 9-12 STREAMS VCE VCD
YEAR 12	Unit 3 & 4 Art Creative Practice	Unit 3 & 4 Art Making and Exhibiting	Unit 3 & 4 Media	Unit 3 & 4 Visual Communication
YEAR 11	Unit 1 & 2 Art Creative Practice	Unit 1 & 2 Art Making and Exhibiting	Unit 1 & 2 Media	Unit 1 & 2 Visual Communication
YEAR 10	- Art - Photography	Photography	Media	Visual Communication and Design (VCD)
YEAR 9	- Painting & Drawing - Sculpture & Ceramics - Digital Photography	Digital Photography	- Animation - Film Studies	- Architecture (VCD) - Graphic Design (VCD)



These tables are interactive – click on each subject to view their description.

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



YEAR 9-12 Streams



> COMMERCE	> ENGLISH	> HEALTH & PE	> PERFORMING ARTS	> SCIENCE
> HUMANITIES	> LOTE	> MATHEMATICS	> VISUAL ARTS	> TECHNOLOGY

	 YEAR 9-12 STREAMS VCE BIOLOGY	 YEAR 9-12 STREAMS VCE CHEMISTRY	 YEAR 9-12 STREAMS VCE PHYSICS	 YEAR 9-12 STREAMS VCE PSYCHOLOGY	 YEAR 9-12 STREAMS VCE ENVIRONMENTAL SCIENCE
YEAR 12	Unit 3 & 4 Biology	Unit 3 & 4 Chemistry	Unit 3 & 4 Physics	Unit 3 & 4 Psychology	Unit 3 & 4 Environmental Science
YEAR 11	Unit 1 & 2 Biology	Unit 1 & 2 Chemistry	Unit 1 & 2 Physics	Unit 1 & 2 Psychology	Unit 1 & 2 Environmental Science
YEAR 10	Science <i>Core</i> OR Science <i>Advanced</i> – Biology	Science <i>Core</i> OR Science <i>Advanced</i>	Science <i>Core</i> OR Science <i>Advanced</i> Physical and Chemical Sciences	- Science <i>Core</i> OR Science <i>Advanced</i> - Get Psyched!	Science <i>Core</i> OR Science <i>Advanced</i> – Biology + Sustainable Design
YEAR 9	- Science <i>Core</i> - Animal Science	- Science <i>Core</i> - Pre-VCE Science Skills	Science <i>Core</i>	- Science <i>Core</i> - Animal Science	Science <i>Core</i>

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS



These tables are interactive – click on each subject to view their description.



YEAR 9-12 Streams



> COMMERCE	> ENGLISH	> HEALTH & PE	> PERFORMING ARTS	> SCIENCE
> HUMANITIES	> LOTE	> MATHEMATICS	> VISUAL ARTS	> TECHNOLOGY

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

	 YEAR 9-12 STREAMS VCE/VET INFORMATION TECHNOLOGY	 YEAR 9-12 STREAMS VCE/VET BUILDING	 YEAR 9-12 STREAMS VCE/VET DESIGN AND TECHNOLOGY	 YEAR 9-12 STREAMS VCE/VET ENGINEERING/ AUTO	 YEAR 9-12 STREAMS VCE/VET FOOD & HOSPITALITY
YEAR 12	- Unit 3 & 4 Software Development AND/OR - Informatics	Unit 3 & 4 VET Building & Construction	- Unit 3 & 4 Product Design: Wood/Metal/Plastics AND/OR - Unit 3 & 4 Product Design: Textiles	- Unit 3 & 4 Systems Engineering AND/OR - VET Engineering (ext.) - VET Automotive	- Unit 3 & 4 Food Studies AND/OR - VET Hospitality & VET Cookery
YEAR 11	- Unit 1 & 2 Computing AND/OR - VET Info. Tech.	Unit 1 & 2 VET Building & Construction	- Unit 1 & 2 Product Design: Wood/Metal/Plastics AND/OR - Unit 1 & 2 Product Design: Textiles	- Unit 1 & 2 Systems Engineering AND/OR - VET Engineering (ext.) - VET Automotive	- Unit 1 & 2 Food Studies AND/OR - VET Hospitality & VET Cookery
YEAR 10	Advanced Game Design	Advanced product design: Wood, Metal & Plastics	- Advanced Textiles - Advanced product design: Wood, Metal & Plastics	Advanced Automotive	Food Technology
YEAR 9	Digital Game Design	Product Design: Wood, Metal & Plastics	- Textiles - Product Design: Wood, Metal & Plastics	- Automotive AND/OR - Micro Electronics and 3D Printing	Food Technology



These tables are interactive – click on each subject to view their description.



Glossary

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

AQTF

Australian Quality Training Framework

The national body for regulating further education and training.

ATAR

Equivalent National Tertiary Entrance Rank

The ATAR is an overall percentile ranking, reflecting the comparative performance of the applicant against their Year 12 cohort. See 'The ABC of Scaling'. Listing of courses by ATAR.

www.vtac.edu.au

GAT

General Achievement Test

All students enrolled in Units at levels 3 and 4 are required to undertake the GAT at a time to be determined by VCAA.

Learning outcomes

Skills and knowledge that students must be able to demonstrate in order to gain an 'S'.

Sequence of units

Most studies are developed as a sequence of four Units, with one Unit designed to be taken at each semester level. Units at levels 1 and 2 are generally taken at Year 11 level, whilst Units taken at levels 3 and 4 are generally taken at Year 12 and must be taken as a pair due to the requirements of external assessment.

SAC

School Assessed Coursework

A series of tasks undertaken within class time within a limited time frame. They are graded and used to assess Learning Outcomes.

SAT

School Assessed Tasks

Products or models which are teacher assessed.

Skills Victoria

The Victorian state body that regulates employment, training and tertiary education.

Unit

A semester length component of study representing approximately 100 hours work of which the school offers approximately 50-60 hours of formal class time. An extended period of time.

VCAA

Victorian Curriculum and Assessment Authority

The VCAA is responsible for curriculum, assessment and certification at Year 11 and 12 levels in Victoria.

www.vcaa.vic.edu.au

VCE VM

VCE Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

www.vcaa.vic.edu.au

VCE

Victorian Certificate of Education

The VCE is the certificate awarded to students who satisfactorily complete the requirements of Units usually taken over four semesters in Years 11 and 12.

www.vcaa.vic.edu.au

VET

Vocational Education and Training

VET involves work related study Units, work placement and vocational skills. Students do VET and VCE Units to attain two certificates.

- The Vocational Education and Training (VET) in Schools program enables students to include industry and work related VCE VET AQTF Units in their VCE.
- St Helena is a Registered Training Organisation. VET at St Helena is integrated into the timetable (for programs offered see the VET section of this handbook). Other VET programs may be available at external locations, i.e. RTOs such as TAFE, or other schools. Students enrolled in these courses would attend classes one day/one afternoon per week.
- Permission must be granted from Senior School and special arrangements must be made to access Apprenticeships and VET at external providers, where these provides are not part of the Northern VET cluster.

VPC

Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life. 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.

VTAC

Victorian Tertiary Admissions Centre

This body is responsible for the compilation of tertiary entrance requirements and determining aggregate scores for all Victorian universities and most TAFE college courses.

www.vtac.edu.au

College contacts



STAFF

MS KAREN TERRY

College Principal

MR DANIEL STEPHENS

Junior School Principal

MS KATE WILLIAMS

Assistant Principal

MR SHAUN ISBISTER

Middle School Principal

MR SIMON BRAKNYS

Senior School Principal

MS LOUISA DI DONATO

Pathways Programs

MIDDLE SCHOOL TEAM

MR SHAUN ISBISTER

Middle School Principal

MS LAURA DODDS

Head of Middle School

MS CHAMILKA WICKRAMASURI

MS JODIE WILLIAMS

Year 8 Managers

MS DANIEL FARCHIONE

MS NANCY EL-SAYED

Year 9 Managers

SENIOR SCHOOL TEAM

MR SIMON BRAKNYS

Senior School Principal

MR CHRISTIAN BIRCH

Head of Senior School

MS MICHELLE LEMIRE

MR PETROS KAPOULATSIS

Year 10 Managers

MS SUE BAMFORD

MS CAROLYN WATSON

Year 11 Managers

MS MICHELLE KENNEDY

MR THOMAS NORWOOD

Year 12 Managers

HOME

MIDDLE SCHOOL PATHWAYS

YEAR 9 STUDIES

SENIOR SCHOOL PATHWAYS

YEAR 10 STUDIES

VCE STUDIES

VET STUDIES

VCE VOCATIONAL MAJOR

GLOSSARY

COLLEGE CONTACTS

For information regarding
Middle School Courses contact:

MR SHAUN ISBISTER

9438 8500

si@sthelena.vic.edu.au

For information regarding
Senior School Courses contact:

MR SIMON BRAKNYS

9438 8500

sbs@sthelena.vic.edu.au





Dare to be Excellent



sthelena.vic.edu.au

Wallowa Road, Eltham North 3095

☎ 9438 8500 ✉ st.helena.sc@edumail.vic.gov.au



PATHWAYS INDEX

	FASHION/TEXTILES
	GRAPHIC DESIGN AND VISUAL ARTS
	MUSIC
	PERFORMING ARTS
	VISUAL ART
	ARCHITECTURE/DRAFTING
	AUTOMOTIVE
	AVIATION
	ELECTRONICS/ELECTRICAL
	HOSPITALITY/FOOD
	METAL TRADES
	WOOD TRADES
	ANIMALS/VETERINARY
	BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
	BIOLOGICAL SCIENCE
	ENGINEERING
	ENGINEERING/PHYSICAL SCIENCE
	ENVIRONMENTAL SCIENCES
	MEDICAL PROFESSION
	BUSINESS/ECONOMICS
	COMMERCE/BUSINESS
	STATISTICS/ACTUARY
	EDUCATION/EARLY CHILDHOOD EDUC.
	EDUCATION/SOCIAL WORK
	HEALTH SCIENCES
	P.E./HUMAN MOVEMENT/SPORT & REC
	HUMANITIES/ARTS
	LAW/LEGAL
	TRAVEL/TOURISM
	MEDIA/JOURNALISM
	COMPUTING/ICT
	INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

When selecting a VCE/VET program, students should consider their pathways beyond school, to ensure the subjects they have selected address prerequisites for University or TAFE courses; and are appropriately suited to their interests and abilities.

A 'pathway' is not a pre-set combination of units that you have to choose, but a suggested package of subjects for students to consider when selecting a VCE/VET program.

Students should use the following section as a guide to construct their VCE or VET program, in discussion with parents, teachers, Careers Advisors and other knowledgeable sources.



Year 10 & 11 students are free to choose...
Year 9 students must include English and one of the Core subject options for Mathematics, Science and Humanities. They then choose their preferences for Electives, aiming to get four (one semester each) with back up Electives they will be happy to do if their earlier preferences can't happen due to the subject not running or being full.

The suggested pathways are examples only. Students do not have to choose one of the pathways in this section.

When deciding on the best combination of units, students should visit the VTAC website www.vtac.edu.au and consider all prerequisites for any University or TAFE course of interest.

Why Suggested Pathways?

- To help students and parents see connections between VCE/VET and TAFE, University and employment.
- To provide purpose and coherence to the student's VCE program.
- To guide students who have a clear pathway beyond school, but are unsure of the most appropriate combination of subjects.

How to use the Pathways Guide

Students who have a clear pathway beyond school in mind should use this section. Not all students will have a clear pathway in mind at this stage, and should use this section to identify any potential areas of interest, in conjunction with subject descriptors in this handbook, when deciding on a program.

For students considering Higher Education (University, etc.), it is important to remember that prerequisites for courses and careers can change from year to year.

It is vital that students seek out the most recent information from VTAC's website (VICTERS), and/or Careers Teachers.

Prerequisite subjects for courses are not negotiable and must be met to gain entry to that specific course. Subjects listed in the "Middle Band" section of VTAC publications will often give direction to desirable units of study students should consider.

Once a career direction has been decided, students should 'backwards plan' to decide which program and combination of units will lead to their chosen career pathway. At this stage students should ask:

- Do I have some ability in/am I good at the subjects I wish to pursue?
- Do I enjoy the subjects and the field of work to which they lead?
- How do these subjects relate to my career intention?
- Have I got a balance of subjects that will allow me to manage my workload? (i.e. selecting too many folio subjects can place a lot of strain on your time)





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

FASHION/TEXTILES PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Product Design: Textiles Units 1 & 2	Visual Communication Design Units 1 & 2	VET Applied Fashion Design and Technology Units 1 & 2 (Offered through VET Cluster)		Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Product Design: Textiles Units 3 & 4	Visual Communication Design Units 3 & 4	VET Applied Fashion Design and Technology Units 3 & 4 (Offered through VET Cluster)		Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Applied Fashion Design and Technology**

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Art
- Fashion and Textiles Merchandising
- Fashion Design
- Specialist Make-up Services
- Craft
- Fashion
- Visual Merchandising
- Textile Design and Development
- Fashion Styling
- Theatre Production

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Applied Fashion Design & Technology
- Fashion and Textiles
- Visual Merchandising
- Fashion Design
- Make-up
- Fashion Merchandising
- Trade Sketching
- Clothing and Footwear
- Art and Design
- Textiles

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

GRAPHIC DESIGN AND VISUAL ARTS PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/ VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Visual Communication Design Units 1 & 2	Art Creative Practice Units 1 & 2	VET Information, Digital Media and Technology	General Mathematics Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Visual Communication Design Units 3 & 4	Art Creative Practice Units 3 & 4	VET Information, Digital Media and Technology and/or VET Cluster Visual Arts (offered externally off site) 1-4	General Mathematics Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Digital Media and Technology**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Visual Arts or Visual Communications
- Textiles Design
- Architecture at some Universities
- Multimedia
- Education
- Design and Communication
- Graphic and Digital Design
- Animation Arts
- Media/Communications
- Digital Media

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Architectural Drafting
- Vocational Arts
- Art and Design
- Multimedia
- Visual Arts (Painting)
- Visual Arts (Textiles)
- Visual Merchandising

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

MUSIC PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Music Performance Units 1 & 2	VET Music Industry Units 1 & 2 (Offered through VET Cluster)	General Mathematics Units 1 & 2		Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Music Performance Units 3 & 4	Music Style and Composition Units 1 – 4 (Offered through VET Cluster)	General Mathematics Units 3 & 4	Music Investigation Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units ➤ **VET Music Industry**

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Arts/Music
- Audiovisual Technology
- Music Production
- Music/Education
- Music Industry
- Music Theatre or Theatre Production
- Sound or Audio Production
- Music Composition
- Fine Arts – Musical Performance
- Entertainment Management
- International Music Business

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Music
- Music Business
- Music Industry
- Music Performance
- Sound Production
- Entertainment (Sound)
- Production and Technical Services
- Musical Theatre

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

PERFORMING ARTS PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Drama Units 1 & 2 and/or Theatre Studies Units 1 & 2	Dance Units 1 & 2 and/or VET Dance Units 1 & 2	Literature Units 1 & 2 and/or Media Units 1 & 2	Music Performance Units 1 & 2 and/or VET Music Industry Units 1 & 2 (Offered through VET Cluster)	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Drama Units 3 & 4 and/or Theatre Studies Units 3 & 4	Dance Units 3 & 4	Literature Units 3 & 4 and/or Media Units 3 & 4	Music Style and Composition Units 1 – 4 (Offered through VET Cluster)	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units ➤ **VET Dance and/or VET Theatre Production (offered externally off-site)**

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Arts
- Drama
- Fine Arts (Dance, Film and Television, Musical theatre, Production, Screenwriting, Animation, Theatre Practice, Visual Art)
- Performing Arts
- Creative Arts (Screen, Writing, Theatre, Visual Arts)
- Arts/Cinema Studies
- Arts/Media
- Visual Arts
- Production/Directing
- Screen and Media
- Screen and Television
- Communication – Media Industries
- Creative Industries
- Education – specialising in the performing arts stream of interest

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Performing Arts Services
- Theatre Arts
- Acting
- Theatre Technology
- Small Community Theatre
- Live Production
- Creative Arts
- Film & Television Production

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Senior Campus Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

VISUAL ART PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Art Creative Practice Units 1 & 2	Visual Communication Design Units 1 & 2	Media Units 1 & 2		Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Art Creative Practice Units 3 & 4	Visual Communication Design Units 3 & 4	Media Units 3 & 4		Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Applied Fashion, Design & Technology**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Fine Arts or Visual Arts
- Visual Communication
- Textiles or Ceramic Design
- Design
- Interior Design
- Bachelor of Architecture in conjunction with other studies at some institutions
- Animation and Games Design
- Industrial Design
- Education

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Architectural Drafting
- Vocational Arts
- Media
- Art and Design
- Graphic Design
- Applied Art or Visual Arts
- Art Teacher
- Independent Artist
- Games Design
- Set Designer

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

ARCHITECTURE/DRAFTING PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/ VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	Visual Communication Design Units 1 & 2	Product Design: Wood, Metal, Plastics and/or VET Building & Construction Units 1 & 2	Art Creative Practice Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	Visual Communication Design Units 3 & 4	Product Design: Wood, Metal, Plastics and/or VET Building & Construction Units 3 & 4	Art Creative Practice Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > VET Building & Construction

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Architecture/Construction Management
- Architecture Building Design
- Engineering – Architectural Engineering
- Interior Architecture
- Landscape Architecture
- Urban Planning

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Building Design
- Interior Decoration and Design
- Residential Drafting
- Building Studies
- Applied Art

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)

! Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

AUTOMOTIVE PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	VET Automotive	General Mathematics Units 1 & 2	Systems Engineering Units 1 & 2	Product Design: Wood, Metal, Plastics Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	VET Automotive	General Mathematics Units 3 & 4	Systems Engineering Units 3 & 4	Product Design: Wood, Metal, Plastics Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Automotive**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Industrial Design
- Mechanical Engineering
- Electro Mechanical Engineering
- Engineering – Mechatronics and Robotics
- Engineering – Automotive

Note: VCE Mathematics is a requirement for most University courses and some TAFE courses related to Automotive.

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Automotive Mechanic
- Mechanical Engineering
- Electro Mechanical Engineering
- Engineering – Mechanical Design
- Engineering – Mechanical/Manufacturing
- Engineering: Mechanical Trade (Non-apprentice)

Note: VCE Mathematics is a requirement for most University courses and some TAFE courses related to Automotive.

More at: www.vtac.edu.au

> EMPLOYMENT

There are strong employment prospects for those seeking an apprenticeship in this industry directly from VCE or VCE Vocational Major.

You can register with an Australian Apprenticeship organisation to see apprenticeships being advertised and also interview with the VACC for

them to place you in an apprenticeship in this industry.

www.vacc.com.au

Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

AVIATION PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Mathematical Methods Units 1 & 2 (prerequisite)	Physics Units 1 & 2	Systems Engineering Units 1 & 2	VCE IT Units 1 & 2 and/or VET IT Units 1 & 2 and/or VET Automotive Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Mathematical Methods Units 3 & 4 (prerequisite)	Physics Units 3 & 4	Systems Engineering Units 3 & 4	VCE IT Units 3 & 4 and/or VET IT Units 3 & 4 and/or VET Automotive Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET IT, VET Automotive**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Aviation
- Aviation (Professional Pilots Assoc Degree)
- Aviation Management
- Aviation Management/ Business
- Aeronautical Engineering
- Engineering – Aerospace
- Aviation/Business
- Law/Aviation Management

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Aviation
- Aviation Technology
- Aviation Theory

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

ELECTRONICS/ELECTRICAL PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/ VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Systems Engineering Units 1 & 2 and/or VET Electrotechnology Units 3 & 4	Physics Units 1 & 2	General Mathematics Units 1 & 2	Product Design: Wood, Metal, Plastics Units 1 & 2 and/or VET Integrated Technologies Units 1 – 4 (Offered through VET Cluster)	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Systems Engineering Units 3 & 4	Physics Units 3 & 4	General Mathematics Units 3 & 4	Product Design: Wood, Metal, Plastics Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Electrotechnology (offered off-site through VET cluster)**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Electrical
- Engineering (Electrical and Electronic)
- Engineering (Mechatronics and Robotics)
- Engineering Technology
- Engineering (Civil or Mechanical)
- Mechatronics
- Aerospace Engineering
- Telecommunications
- Applied Science (Computing)

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Engineering
- Electronics/Electrical
- Telecommunications
- Refrigeration and Air Conditioning
- Electrical Project Management
- Locksmithing
- Software Development
- Telecommunications Engineering
- Technology
- Appliance Service
- Security Equipment
- Integrated Technologies

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

HOSPITALITY/FOOD PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Food Studies Units 1 & 2	VET Cookery Units 1 & 2	Health and Human Development Units 1 & 2	Business Management Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Food Studies Units 3 & 4	VET Cookery Units 3 & 4	Health and Human Development Units 3 & 4	Business Management Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Building & Construction**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Food and Nutrition Sciences
- Food Technology
- Health Science
- Dietetic Practice
- Human Nutrition
- Nutrition, Food and Health Services
- Hospitality Management
- International Hospitality Management
- Event Management
- Home Economics
- Hotel and Resort Management

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Culinary Management
- Hospitality
- Hospitality (Commercial Cooking)
- Hospitality (Patisserie)
- Hospitality Management
- Tourism and Hospitality Management
- Advanced Baking
- Food Science and Technology

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

METAL TRADES PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/ VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	General Mathematics Units 1 & 2	Product Design: Wood, Metal, Plastics Units 1 & 2	VET Engineering Units 3 & 4 (Offered through VET Cluster) VET Building & Construction	Visual Communication Design Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	General Mathematics Units 3 & 4	Product Design: Wood, Metal, Plastics Units 3 & 4	VET Engineering Units 3 & 4 Offered through VET Cluster VET Building & Construction	Visual Communication Design Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units ➤ **VET Building and Construction; VET Engineering (offered off-site through cluster)**

This pathway may lead to....

➤ UNIVERSITIES

Bachelor Degrees in:

- Industrial Design
- Construction Economics
- Mechanical Engineering
- Manufacturing Engineering
- Marine Engineering (Naval Architecture)
- Geological (Mining) Engineering
- Geography
- Geospatial Engineering

More at: www.vtac.edu.au

➤ TAFE

Diplomas and Certificates in:

- Engineering (Metal)
- Engineering (Fabrication)
- Engineering (Mechanical/Manufacturing)
- Manufacturing (Engineering)
- Building and Construction
- Jewellery and Object Design
- Jewellery Manufacture
- Engineering – Jewellery
- Locksmithing
- Welding (Fabrication, light or heavy Fabrication)

More at: www.vtac.edu.au

➤ EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

WOOD TRADES PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Product Design: Wood, Metal, Plastics Units 1 & 2	VET Building and Construction Units 1 & 2 and/or VET Furniture Units 1 & 2	Systems Engineering Units 1 & 2	General Mathematics Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Product Design: Wood, Metal, Plastics Units 3 & 4	VET Building and Construction Units 3 & 4 and/or VET Furniture Units 3 & 4	Systems Engineering Units 3 & 4	General Mathematics Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Building & Construction, VET Furniture**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Building and Construction
- Industrial Design
- Construction Economics or Management
- Building Design
- Technology – Building Surveying
- Architecture
- Building Surveying
- Construction Management
- Property & Real Estate
- Engineering (Architectural Engineering)

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Building and Construction
- Building and Construction/Sustainability
- Building Design
- Building Surveying
- Construction Management
- Cabinet Making
- Architectural Building Design
- Residential Drafting
- Building Surveying
- Shop Fitting
- Stair-Making

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX



FASHION/TEXTILES

GRAPHIC DESIGN AND VISUAL ARTS

MUSIC

PERFORMING ARTS

VISUAL ART

ARCHITECTURE/DRAFTING



AUTOMOTIVE

AVIATION

ELECTRONICS/ELECTRICAL

HOSPITALITY/FOOD

METAL TRADES

WOOD TRADES



ANIMALS/VETERINARY

BEHAVIOURAL/PSYCHOLOGICAL SCIENCE

BIOLOGICAL SCIENCE

ENGINEERING

ENGINEERING/PHYSICAL SCIENCE

ENVIRONMENTAL SCIENCES

MEDICAL PROFESSION



BUSINESS/ECONOMICS

COMMERCE/BUSINESS

STATISTICS/ACTUARY



EDUCATION/EARLY CHILDHOOD EDUC.

EDUCATION/SOCIAL WORK

HEALTH SCIENCES

P.E./HUMAN MOVEMENT/SPORT & REC



HUMANITIES/ARTS

LAW/LEGAL



TRAVEL/TOURISM



MEDIA/JOURNALISM



COMPUTING/ICT

INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

ANIMALS/VETERINARY PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Biology Units 1 & 2 and/or Chemistry Units 1 & 2	Environmental Science Units 1 & 2 and/or Physics Units 1 & 2 and/or Psychology Units 1 & 2	General Mathematics Units 1 & 2 and/or Mathematical Methods Units 1 & 2	VET Laboratory Skills Units 1 & 2 (Offered through VET Cluster)	Any appropriate units from VCE or VET**
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Biology Units 3 & 4 and/or Chemistry Units 3 & 4	Environmental Science Units 3 & 4 and/or Physics Units 3 & 4 and/or Psychology Units 3 & 4	General Mathematics* Units 3 & 4 and/or Mathematical Methods Units 3 & 4	VET Laboratory Skills Units 3 & 4	

Applicable VET Units ➤ **VET Laboratory Skills (External and off –site)**

* You cannot be a VET without Mathematical Methods
** Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major.

This pathway may lead to....

➤ UNIVERSITIES

Bachelor Degrees in:

- Biomedicine – Veterinary
- Animal and Veterinary Biosciences
- Biological Sciences
- Veterinary & Wildlife Science
- Science – Zoology, Marine Biology, Animal studies
- Conservation and Wildlife
- Zoology & Animal Science
- Environmental & Conservation Science
- Marine Environment
- Conservation and Land Management
- Environment and Conservation Science
- Environmental Science
- Environmental Management and Sustainability
- Global Science and Technology Program
- Science/ Global Studies
- Science (Advanced Research)
- Agriculture and Technology

More at: www.vtac.edu.au

➤ TAFE

Diplomas and Certificates in:

- Veterinary Nursing
- Animal Studies
- Companion Animal Studies
- Conservation and Land Management
- Laboratory Techniques
- Agriculture

More at: www.vtac.edu.au

➤ EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)

! Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

BEHAVIOURAL/PSYCHOLOGICAL SCIENCE PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Biology Units 1 & 2	Psychology Units 1 & 2	General Mathematics Units 1 & 2	Health and Human Development Units 1 & 2 and/or Physical Education Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Biology Units 3 & 4	Psychology Units 3 & 4	General Mathematics Units 3 & 4	Health and Human Development Units 3 & 4 and/or Physical Education Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major.

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Social Science
- Behavioural Science
- Marine Science
- Cognitive Science
- Psychology
- Psychological Science
- Psychiatric Nursing
- Environmental Science
- Biological Science

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Social and Community Services
- Welfare
- Social Sciences
- Nursing
- Youth Work
- Social Work
- Counsellor
- Psychologist
- Psychiatrist
- Forensic Psychologist
- Sports Psychologist

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

BIOLOGICAL SCIENCE PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/ VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	Biology Units 1 & 2	Chemistry Units 1 & 2 and/or Environmental Science Units 1 & 2	Physical Education Units 1 & 2 and/or Environmental Science Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	Biology Units 3 & 4	Chemistry Units 3 & 4 and/or Environmental Science Units 3 & 4	Physical Education Units 3 & 4 and/or Environmental Science Units 3 & 4	Any appropriate units from VCE or VET*

Applicable VET Units > **VET Laboratory Skills (offered through VET Cluster)**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Biological Science
- Biomedical Science
- Biomedicine or Bioscience
- Biotechnology
- Science
- Conservation and Land Management
- Engineering (Biomedical)
- Engineering (Biotechnology)
- Environmental Management
- Environmental Science
- Forensic Science
- Laboratory Medicine
- Pharmaceutical Science
- Conservation and Wildlife Management or Zoology
- Marine Biology
- Optometry
- Dietetics
- Forensic Science
- Exercise Science
- Physical Education
- Health Sciences e.g. Physiotherapy/Chiropractor

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Conservation and Land Management
- Laboratory Technology
- Health Science
- Science
- Animal Science
- Veterinary Nurse
- Horticulture or Agriculture
- Theatre technician
- Enrolled Nursing
- Disability
- Alcohol and Substance Abuse
- Viticulture (Wine)

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major.



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS



PATHWAYS GUIDE

ENGINEERING PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/ VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Mathematical Methods Units 1 & 2 (Prerequisite) and/or Specialist Maths Units 1 & 2	Physics Units 1 & 2 and/or Chemistry Units 1 & 2	Systems Engineering Units 1 & 2 VET Engineering Units 1 & 2 (Offered through VET Cluster)	VCE Computing Units 1 & 2 and/or VCE Computing Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Mathematical Methods Units 3 & 4 (Prerequisite) and/or Specialist Maths Units 3 & 4	Physics Units 3 & 4 and/or Chemistry Units 3 & 4	Systems Engineering Units 3 & 4 Engineering Units 3 & 4 (Offered through VET Cluster)	Computing: Software Development Units 3 & 4 and/or Computing: Software Development Units 3 & 4	

Applicable VET Units > **VET Engineering**

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major.

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Engineering – Aerospace/ Aeronautical
- Engineering – Automotive
- Engineering – Naval Architecture
- Engineering – Civil
- Engineering – Mechanical/ manufacturing
- Engineering – Electrical/Electronic
- Engineering – Chemical/ Pharmaceutical
- Engineering – Information Technology/Computer Science
- Engineering/ Biomedical
- Engineering – Environmental
- Engineering – Marine and Off-Shore
- Engineering Robotics & Mechatronics
- Engineering – Sustainable Systems
- Engineering and double Degrees in – Innovation design/ Architectural Design/law/ Commerce/Biomedicine/Science/ Arts/Business
- Engineering Technology
- Mining Engineering

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Engineering technology
- Engineering – Civil, Electronics, Mechanical, Manufacturing
- Electronics and Communication Engineering
- Robotics and Mechatronics engineering
- Civil Engineering
- Mechanical Engineering
- Electrical Engineering
- Telecommunications Engineering

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

ENGINEERING/PHYSICAL SCIENCE PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Physics Units 1 & 2 and/or Chemistry Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	Specialist Mathematics Units 1 & 2 and/or Geography 1 & 2 and/or Environmental Science Units 1 & 2	Product Design: Wood, Metal, Plastics Units 1 & 2 and/or Systems Engineering Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Physics Units 3 & 4 and/or Chemistry Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	Specialist Mathematics Units 3 & 4 and/or Geography and/or Environmental Science Units 3 & 4	Product Design: Wood, Metal, Plastics Units 3 & 4 and/or Systems Engineering Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Electrotechnology (external - offered offsite through VET Cluster)**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Engineering
- Architecture
- Civil Engineering
- Aerospace Engineering
- Biomedicine/Biomedical Engineering
- Chemistry/Engineering
- Civil and Environmental Engineering
- Industrial Design
- Architectural Engineering
- Building Engineering
- Engineering Science
- Chemical Engineering
- Artificial Intelligence/Robotics
- Geospatial Engineering
- Surveying

More at: www.vtac.edu.au



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>

> TAFE

Diplomas and Certificates in:

- Engineering
- Applied Science
- Engineering Science (Applied, Physical, Agricultural, Chemical, Biological, or Health)
- Engineering (Fabrication Trade)
- Manufacturing
- Agriculture and Land Management
- Horticulture
- Viticulture (Wine)
- Conservation & Land Management
- Sustainable Operations

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

ENVIRONMENTAL SCIENCES PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/ VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Environmental Science Units 1 & 2	Chemistry Units 1 & 2 and/or Biology Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	VET Laboratory Skills Units 1 & 2 (Offered through VET Cluster)	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Environmental Science Units 3 & 4	Chemistry Units 3 & 4 and/or Biology Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	VET Laboratory Skills Units 3 & 4 (Offered through VET Cluster)	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units ➤ **VET Laboratory Skills (external offered off-site through VET cluster)**

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Agricultural Science
- Environmental Health
- Environmental Science
- Science
- Applied Science – Environmental
- Environmental Engineering
- Conservation and Land Management
- Environments
- Agribusiness
- Science – Environmental Management

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Conservation and Land Management
- Sustainability
- Applied Science
- Horticulture
- Farming
- Community Recreation
- Aquaculture and Environmental Management
- Agriculture and Land Management

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

MEDICAL PROFESSION PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS					OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Biology Units 1 & 2	Chemistry Units 1 & 2	Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2	Physics Units 1 & 2	Physical Education, Health and human Development Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Biology Units 3 & 4	Chemistry Units 3 & 4	Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4	Physics Units 3 & 4	Physical Education, Health and Human Development Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > VET Laboratory Skills

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Medicine
- Physiotherapy
- Occupational Therapy
- Speech Pathology
- Podiatry
- Orthototics
- Chiropractic
- Pharmacy
- Dentistry
- Biomedical Science
- Biomedicine
- Naturopathy
- Paramedicine
- Prosthetics
- Audiology
- Exercise Science
- Physical Education
- Nutrition
- Dietetics
- Health Sciences
- Nuclear Medicine
- Radiology
- Radiography

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Naturopathy or Myotherapy
- Acupuncture
- Chinese Medicine
- Sports Medicine
- Laboratory or Theatre technician
- Personal Services Assistant
- Disability
- Pathology Collection
- Enrolled Nursing
- Health Support
- Massage

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

BUSINESS/ECONOMICS PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Economics Units 1 & 2	Business Management Units 1 & 2 and/or Accounting Units 1 & 2	Information Technology: Computing Units 1 & 2 and/or VET Cert II in Business (Offered through VET Cluster)	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Economics Units 3 & 4	Business Management Units 3 & 4 and/or Accounting Units 3 & 4	Informatics Units 3 & 4 and/or Computing: Software Development Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > VET Digital Media and Technology

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Accounting
- Business
- Advertising/Marketing (Business)
- Business Information Systems
- Computing
- Information Systems
- Business Systems
- Business/Information Technology
- Computing Studies
- Design (Communication Design)
- Event Management

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Information Technology
- Business Administration
- Business (Accounting)
- Business
- Marketing
- Event Management
- Sport & Recreation Management
- Library Information Systems
- Human Resources
- Project Management
- Real Estate
- International Trade
- Occupational Health and Safety
- Library and Information Services
- Small business

More at: www.vtac.edu.au

> EMPLOYMENT

There are strong opportunities for business Traineeships directly out of VCE and VCAL. You can register with an Australian Apprenticeship organisation to see traineeships being advertised, which you can apply for. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

COMMERCE PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Business Management Units 1 & 2 and/or Legal Studies Units 1 & 2	Accounting Units 1 & 2	Economics Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Business Management Units 3 & 4 and/or Legal Studies Units 3 & 4	Accounting Units 3 & 4	Economics Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Business**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Commerce
- Commerce/Law
- Accounting
- Business
- Economics
- Advertising/Marketing (Business)
- Event Management
- Sports Management
- Finance
- International Business
- Business Information Systems
- Actuarial Studies
- Business Law
- Financial Management
- Banking
- Macro-Economics
- Politics
- Human Resources
- Importing/Exporting

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Business Administration
- Business (Accounting)
- Business
- Marketing
- Travel and Tourism
- Event Management
- Commerce (Applied)

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

STATISTICS/ACTUARY PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	Specialist Mathematics Units 1 & 2	Economics Units 1 & 2 and/or Accounting Units 1 & 2	IT: Computing Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	Specialist Mathematics Units 3 & 4	Economics Units 3 & 4	Computing: Software Development or Informatics Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > VET Building & Construction

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Statistics
- Actuarial Studies or Science
- Mathematics
- Geophysical Mathematician
- Aerospace Engineering
- Science (Research Analytics, Mathematics, Applied Mathematics, Pure Mathematics, Mathematical Statistics, Data Science, Statistics, Business Analytics)
- Biomedical Science/Commerce
- Education
- Engineering (Civil, Mechanical, Mechatronics, Robotics, Geomatical)
- Economist
- Computer Design
- Cryptology
- Analytics
- Commerce Specialist (Actuarist)
- Arts/Science
- Computer Science
- Information technology/Science
- Science Extended (Mathematical Physics, Mathematics & Statistics)
- Commerce/Information Technology (Actuarial Studies, Business Analytics, Business Statistics)

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Engineering (Mechanical/Manufacturing)
- Computer Systems (Networking)
- Banking Services

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)

! Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

EDUCATION/EARLY CHILDHOOD EDUCATION



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	General Mathematics Units 1 & 2	Psychology Units 1 & 2	Health and Human Development Units 1 & 2	VET Early Childhood Education and Care Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	General Mathematics Units 3 & 4	Psychology Units 3 & 4	Health and Human Development Units 3 & 4	VET Early Childhood Education and Care Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major and which methods you may wish to teach in the future.

Applicable VET Units > **VET – Cert III Early Childhood Education and Care**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Arts
- Education (K-12, P-12, Middle Years, Primary, Secondary)
- Social Work
- Youth Work
- Human Services
- Welfare Studies
- Early Childhood Education
- Teaching

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Welfare Studies
- Youth Work
- Children's Services
- Early Childhood Education
- Early Childhood Studies
- Education Support
- Education (Early Years)

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)

! Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- PSYCHOLOGY / SOCIAL & YOUTH WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

PSYCHOLOGY / SOCIAL & YOUTH WORK PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	General Mathematics Units 1 & 2	Psychology Units 1 & 2 and/or Legal Studies Units 1 & 2	Health and Human Development Units 1 & 2 and/or Business Management Units 1 & 2	Philosophy Units 1 & 2 and/or Business Management Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	General Mathematics Units 3 & 4	Psychology Units 3 & 4 and/or Legal Studies Units 3 & 4	Health and Human Development Units 3 & 4 and/or	Philosophy Units 3 & 4 and/or Business Management Units 3 & 4	Any appropriate units from VCE or VET*

Applicable VET Units ➤ **VET – Cert III Early Childhood Education and Care**

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Arts
- Education (K-12, P-12, Middle Years, Primary, Secondary)
- Social Work
- Youth Work
- Human Services
- Welfare Studies
- Early Childhood Education
- Teaching

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Welfare Studies
- Youth Work
- Children's Services
- Early Childhood Education
- Early Childhood Studies
- Education Support
- Education (Early Years)

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major.

if you are looking to specialise in a certain Teaching area (e.g. IT, Dance, Food Studies, etc.) you should do these subjects.



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

HEALTH SCIENCES PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Health and Human and/or Development Units 1 & 2	Physical Education Units 1 & 2	Biology Units 1 & 2 and/or Chemistry Units 1 & 2 and/or Psychology Unit 1 & 2	General Mathematics Units 1 & 2 and/or Mathematical Methods Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Health and Human and/or Development Units 3 & 4	Physical Education Units 3 & 4	Biology Units 3 & 4 and/or Chemistry Units 3 & 4 and/or Psychology Units 3 – 4	General Mathematics Units 3 & 4 and/or Mathematical Methods Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > VET Sport and Recreation

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Health Science
- Nursing/Midwifery
- Exercise and Sport Science
- Sport Science
- Medicine/Physiotherapy
- Dentistry
- Biomedical and Exercise Science
- Emergency Health (Paramedic)
- Food and Nutrition Sciences
- Health and Human Services
- Health Sciences/Physiotherapy
- Education/Children's Services
- Human Nutrition
- Applied Public Health
- Applied Science with masters in Dietetics, Prosthetics, Podiatry, Audiology, Speech Therapy, Chiropractor, Radiology, Nuclear Medicine, Naturopathy

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Fitness
- Health Science
- Medical Administration
- Remedial Massage
- Children's Services
- Nursing
- Youth Work
- Theatre Technician
- Aged Care
- Health Support
- Personal Service Assistant
- Disability
- Community Services
- Pathology Collection
- Hospital/Health Services/Pharmacy Support
- Sport Development

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)

! Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

P.E./HUMAN MOVEMENT/SPORT & RECREATION PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Physical Education Units 1 & 2	Health and Human Development Units 1 & 2 and/or Biology Units 1 & 2	VET Sport, Aquatics and Recreation Units 1 & 2	General Mathematics Units 1 & 2 and/or Mathematical Methods Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Physical Education Units 3 & 4	Health and Human Development Units 3 & 4 and/or Biology Units 3 & 4	VET Sport, Aquatics and Recreation Units 3 & 4	General Mathematics Units 3 & 4 and/or Mathematical Methods Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > **VET Sport and Recreation and/or VET Dance**

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Education
- Exercise and Sport Science
- Physical and Health Education
- Physical and Outdoor Education
- Sport and Outdoor Recreation
- Sport Science – Human Movement
- Human Nutrition
- Emergency Health (Paramedic)
- Food and Nutrition Sciences
- Health and Human Services
- Sport Management
- Health Science
- Sport and Recreation Management
- Youth Work
- Sports Management
- Sports Science
- Business (Sports Management)
- Sports Coaching
- Sports Science (Human Movement)/Psychological Studies
- Sports Media

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Fitness
- Sport Management
- Community Recreation
- Health Science
- Medical Administration
- Remedial Massage
- Massage
- Myotherapy
- Sport Development – Basketball, Golf, Soccer, Netball, Tennis
- Events
- Sports Therapy

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

HUMANITIES/ARTS PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Literature Units 1 & 2	Legal Studies Units 1 & 2 and/or Politics Units 1 & 2	History - 20th Century Units 1 & 2 and/or History – Global Empires Units Units 1 & 2	Philosophy Units 1 & 2 and/or Geography Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Literature Units 3 & 4	Legal Studies Units 3 & 4 and/or Politics Units 3 & 4	Revolutions Units 3 & 4	Philosophy Units 3 & 4 and/or Geography Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Arts
- Education
- Liberal Arts
- English Language
- International Studies
- Law/Arts
- Politics, Philosophy and Economics
- Politics and Policy/Business Administration
- Family Studies
- Philosophy
- Geography
- Librarian and Information Management
- International Relations
- Arts – Human Rights/ Anthropology/ Sociology/ Literature/ Linguistics/ Indigenous Studies/ Languages/ Creative and Professional Writing
- Journalism
- Media and Communication

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Liberal Arts
- Humanities
- Professional Writing
- Social Sciences
- Social and Community Services
- Childcare
- International Trade
- Human Resources
- Project Management
- Government (Investigation)
- Work Health & Safety
- Accounting
- Commerce
- Book Keeping

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>

Bachelor Degrees at various institutions in:





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

LAW/LEGAL PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Legal Studies Units 1 & 2	Politics Units 1 & 2	Psychology Units 1 & 2 and/or Philosophy Units 1 & 2 and/or History Units 1 & 2		Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Legal Studies Units 3 & 4 and/or Business Management Units 3 & 4	Politics Units 3 & 4	Psychology Units 3 & 4 and/or Philosophy Units 3 & 4 and/or History Units 3 & 4		Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > VET Business

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Law
- Welfare Studies
- Arts/Law
- Commercial Law
- Criminology and Psychology
- Criminal and Justice Studies
- Criminology/Law
- International Studies
- Justice
- Laws/Global Studies
- Legal Practice
- Legal Studies
- Youth Work
- International Relations
- Conflict and Dispute Resolution
- Arts (Human rights, Social Science, Sociology, Indigenous Studies, History)
- Business

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Social and Community Services
- Law and Security
- Criminology
- Humanities and Social Sciences
- Children's Services
- Justice
- Youth Work
- Para-Legal Studies
- Real Estate
- Business Administration
- Project Management

More at: www.vtac.edu.au

> EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

TRAVEL/TOURISM PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	General Mathematics Units 1 & 2	History Units 1 & 2 and/or Geography Units 1 & 2 and/or Business Management Units 1 & 2 and/or VET Business Units 1 & 2	Italian Units 1 & 2	Food Studies Units 1 & 2 and/or VET Cookery Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	General Mathematics Units 3 & 4	History Units 3 & 4 and/or Geography Units 3 & 4 and/or Business Management Units 3 & 4 and/or VET Business Units 3 & 4	Italian Units 3 & 4	Food Studies Units 3 & 4 and/or VET Cookery Units 3 & 4	

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units ➤ **VET Sport and Recreation, VET Cookery Management Units 1 - 4, VET Business (offered externally off-site).**

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Arts/Humanities
- Tourism Management
- Event/Tourism Management
- Tourism
- Business Tourism and Hospitality
- Catering and Hotel Management
- Arts (Nature Tourism)
- Hotel and Resort Management
- International Hotel Management
- Business (International Tourism Management, International Hospitality Management, International Event Management)
- Outdoor Recreation & Eco-Tourism
- Outdoor & Environmental Education
- Entertainment Business Management

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Events
- Events/Management
- Tourism
- Travel and Tourism (Guiding)
- Travel and Tourism (Travel)
- Travel and Tourism/Events
- Outdoor Recreation/Travel & Tourism
- Travel and Tourism/Resort Management
- Events/Production

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au (click report links for specific industry projections and opportunities)

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

MEDIA/JOURNALISM PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Media Units 1 & 2	Literature Units 1 & 2	Politics Units 1 & 2 and/or Legal Studies Units 1 & 2	Philosophy and/or History Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Media Units 3 & 4	Literature Units 3 & 4	Politics Units 3 & 4 and/or Legal Studies Units 3 & 4	Philosophy and/or History Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

This pathway may lead to....

UNIVERSITIES

Bachelor Degrees in:

- Arts
- Communication (Professional Writing)
- Communications and Media Studies
- Communication (Public Relations)
- Screen and Media
- Film and TV
- Media Industries
- Journalism
- Journalism (Sport)
- Journalism and International Studies
- Mass Media and Communications
- Media and Communication
- Professional and Creative Writing

More at: www.vtac.edu.au

TAFE

Diplomas and Certificates in:

- Sports Media
- Professional Writing and Editing
- Media Production
- Writing/Editing and Publishing
- Screen and Media (TV Production)
- Library and Information Technology

More at: www.vtac.edu.au

EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au (click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

COMPUTING/ICT PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	Information Technology: Computing Units 1 & 2	VET Information, Digital Media and Technology Units 1 & 2 and/or Media Studies Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2	Physics Units 1 & 2	Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	Computing: Informatics Units 3 & 4 and/or Computing: Software Development Units 3 & 4	VET Information, Digital Media and Technology Units 3 & 4 and/or Media Studies Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4	Physics Units 3 & 4	Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units ➤ **VET Information, Digital Media and Technology**

This pathway may lead to....

➤ UNIVERSITIES

Bachelor Degrees in:

- Information Technology
- Information and Communications Technology
- ICT Engineering
- Software Development
- Applications Development
- Computer Games and Digital Media
- Computer Science
- Engineering (Robotics, Mechatronics, Computer and Network)
- Software Engineering
- Communications
- Programming

More at: www.vtac.edu.au

➤ TAFE

Diplomas and Certificates in:

- Information Technology
- Business Administration
- Game and Software Development
- Computer Systems
- Information Technology (Networking)
- Information Technology (Website Development)
- Information Technology (Software Development)

More at: www.vtac.edu.au

➤ EMPLOYMENT

There are limited opportunities for students seeking employment directly from VCE. Traineeships or Apprenticeships may be available. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

- www.joboutlook.gov.au
(search A-Z for the different jobs and look in the prospects tab)
- www.lmip.gov.au
(click report links for specific industry projections and opportunities)



Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>





PATHWAYS INDEX

- FASHION/TEXTILES
- GRAPHIC DESIGN AND VISUAL ARTS
- MUSIC
- PERFORMING ARTS
- VISUAL ART
- ARCHITECTURE/DRAFTING
- AUTOMOTIVE
- AVIATION
- ELECTRONICS/ELECTRICAL
- HOSPITALITY/FOOD
- METAL TRADES
- WOOD TRADES
- ANIMALS/VETERINARY
- BEHAVIOURAL/PSYCHOLOGICAL SCIENCE
- BIOLOGICAL SCIENCE
- ENGINEERING
- ENGINEERING/PHYSICAL SCIENCE
- ENVIRONMENTAL SCIENCES
- MEDICAL PROFESSION
- BUSINESS/ECONOMICS
- COMMERCE/BUSINESS
- STATISTICS/ACTUARY
- EDUCATION/EARLY CHILDHOOD EDUC.
- EDUCATION/SOCIAL WORK
- HEALTH SCIENCES
- P.E./HUMAN MOVEMENT/SPORT & REC
- HUMANITIES/ARTS
- LAW/LEGAL
- TRAVEL/TOURISM
- MEDIA/JOURNALISM
- COMPUTING/ICT
- INFORMATION SYSTEMS

HOME



PATHWAYS GUIDE

INFORMATION SYSTEMS PATHWAY



	COMPULSORY VCE UNITS	SUGGESTED VCE/VET UNITS				OTHER/VET VCE UNITS
YEAR 11 (Units 1 & 2)	English Units 1 & 2	VCE IT and/or VET IT and/or Vet Cluster – Integrated Technologies	Systems Engineering and/or Visual communications and Design Units 1 & 2	Mathematical Methods Units 1 & 2 and/or General Mathematics Units 1 & 2		Any appropriate units from VCE or VET*
YEAR 12 (Units 3 & 4)	English Units 3 & 4	VCE IT and/or VET IT and/or Vet Cluster – Integrated Technologies	Systems Engineering and/or Visual communications and Design Units 3 & 4	Mathematical Methods Units 3 & 4 and/or General Mathematics Units 3 & 4		Any appropriate units from VCE or VET*

* Selecting other units depends on which direction you wish to take after completing your VCE or VCE Vocational Major

Applicable VET Units > VET Information, Digital Media and Technology (VET It)

This pathway may lead to....

> UNIVERSITIES

Bachelor Degrees in:

- Accounting
- Business
- Advertising/Marketing (Business)
- Business Information Systems
- Computing
- Information Systems
- Business Systems
- Business/Information Technology
- Computing Studies
- Design (Communication Design)
- Event Management
- Information and Communication Technology

More at: www.vtac.edu.au

> TAFE

Diplomas and Certificates in:

- Information Technology
- Business Administration
- Business (Accounting)
- Business Marketing
- Event Management
- Sport & Recreation Management
- Library Information
- Systems
- Human Resources
- Project Management
- Real Estate
- International Trade
- Occupational Health and Safety
- Library and Information Services
- Small business

More at: www.vtac.edu.au

> EMPLOYMENT

There are strong prospects for employment in the Information Technology industry, however the higher the qualification the higher the pay scales, so it is advised to seek further study for this industry to be competitive. Students exploring this as a pathways option should see a member of the Careers team for details and advice.

Is there opportunity to gain future employment in your preferred industry?

To determine future employment prospects for this industry, please research the Labour Market Information from these two sites:

1. www.joboutlook.gov.au (search A-Z for the different jobs and look in the prospects tab)
2. www.lmip.gov.au (click report links for specific industry projections and opportunities)

Many university courses have prerequisites. You can check prerequisites for courses at <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>



- > Art
- > Entertainment
- > Media Studies
- > Music
- > Performing Arts
- > Textiles and Design

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

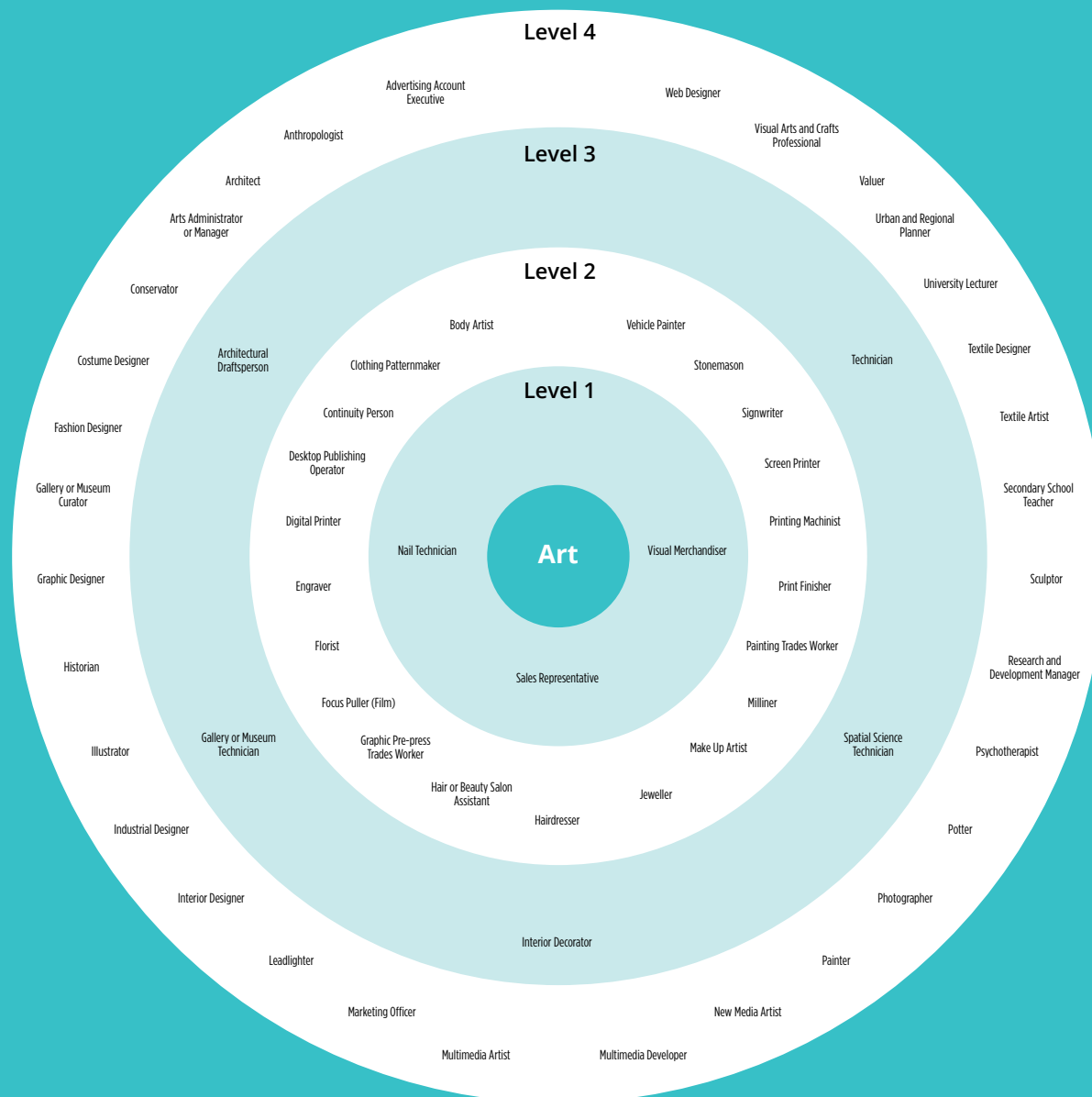
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **ART**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Art?



- > Art
- > Entertainment
- > Media Studies
- > Music
- > Performing Arts
- > Textiles and Design

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

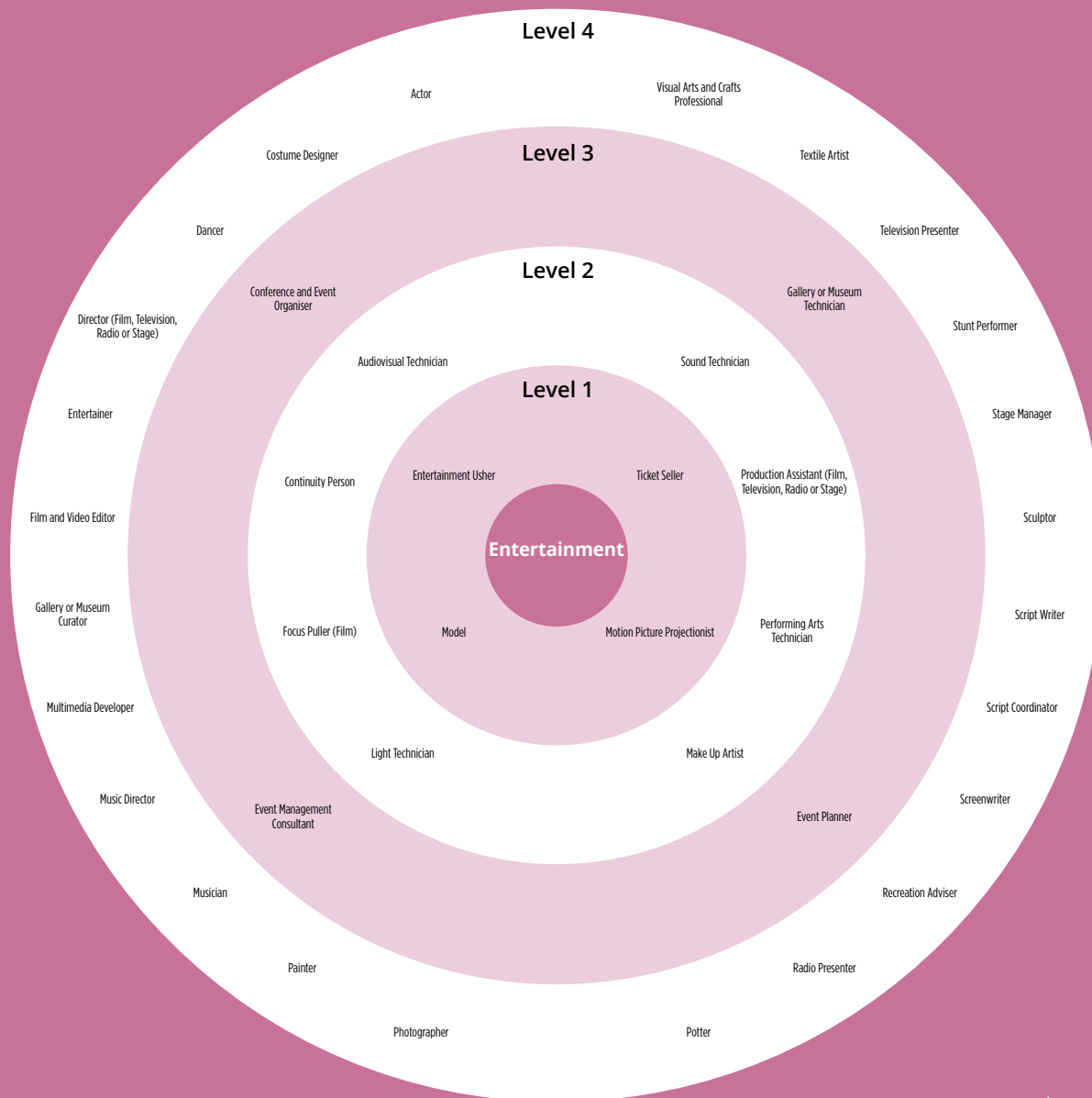
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **ENTERTAINMENT**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Entertainment?



- > Art
- > Entertainment
- > Media Studies
- > Music
- > Performing Arts
- > Textiles and Design

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

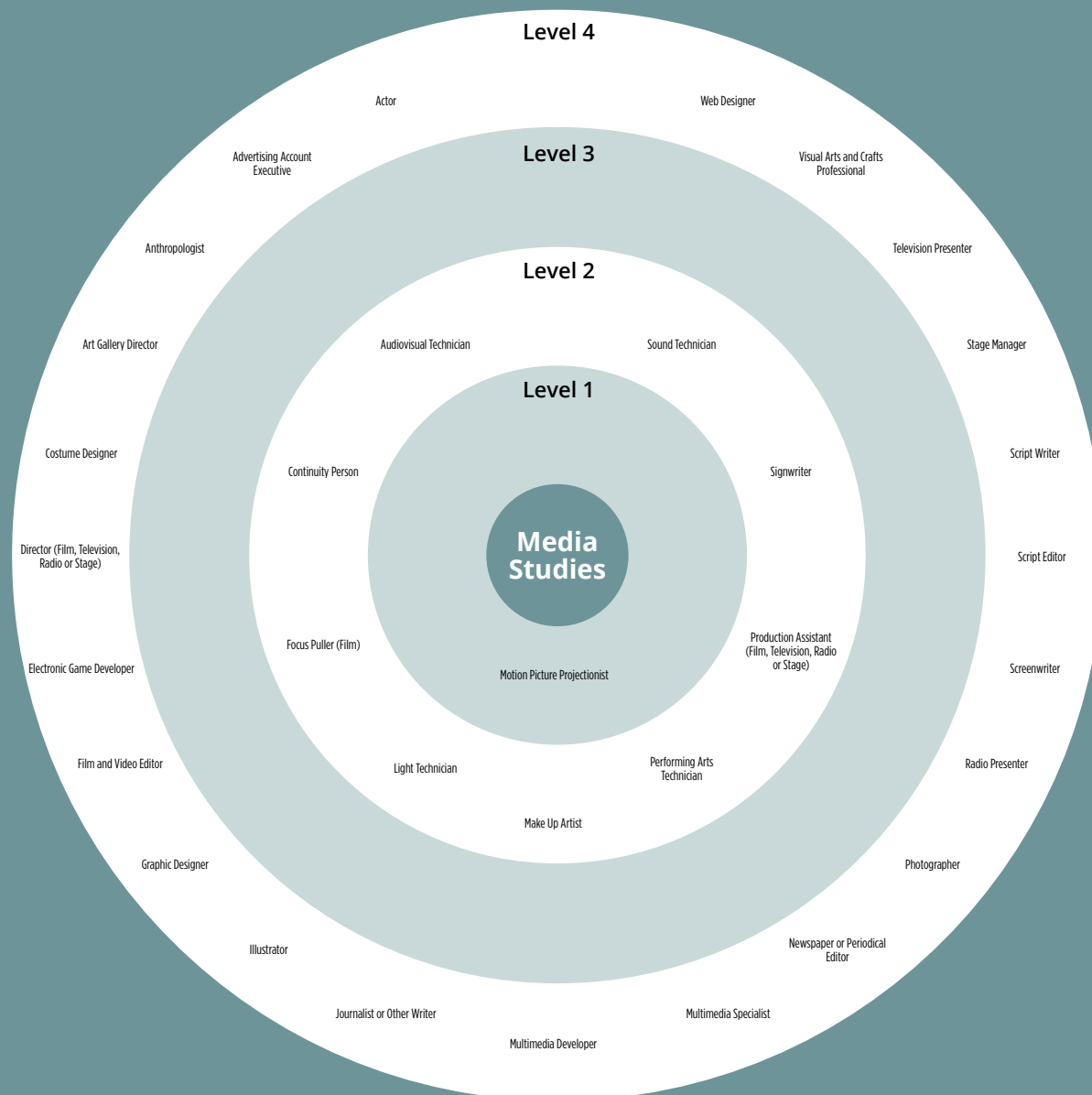
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **MEDIA STUDIES**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Media Studies?



- > Art
- > Entertainment
- > Media Studies
- > Music
- > Performing Arts
- > Textiles and Design

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

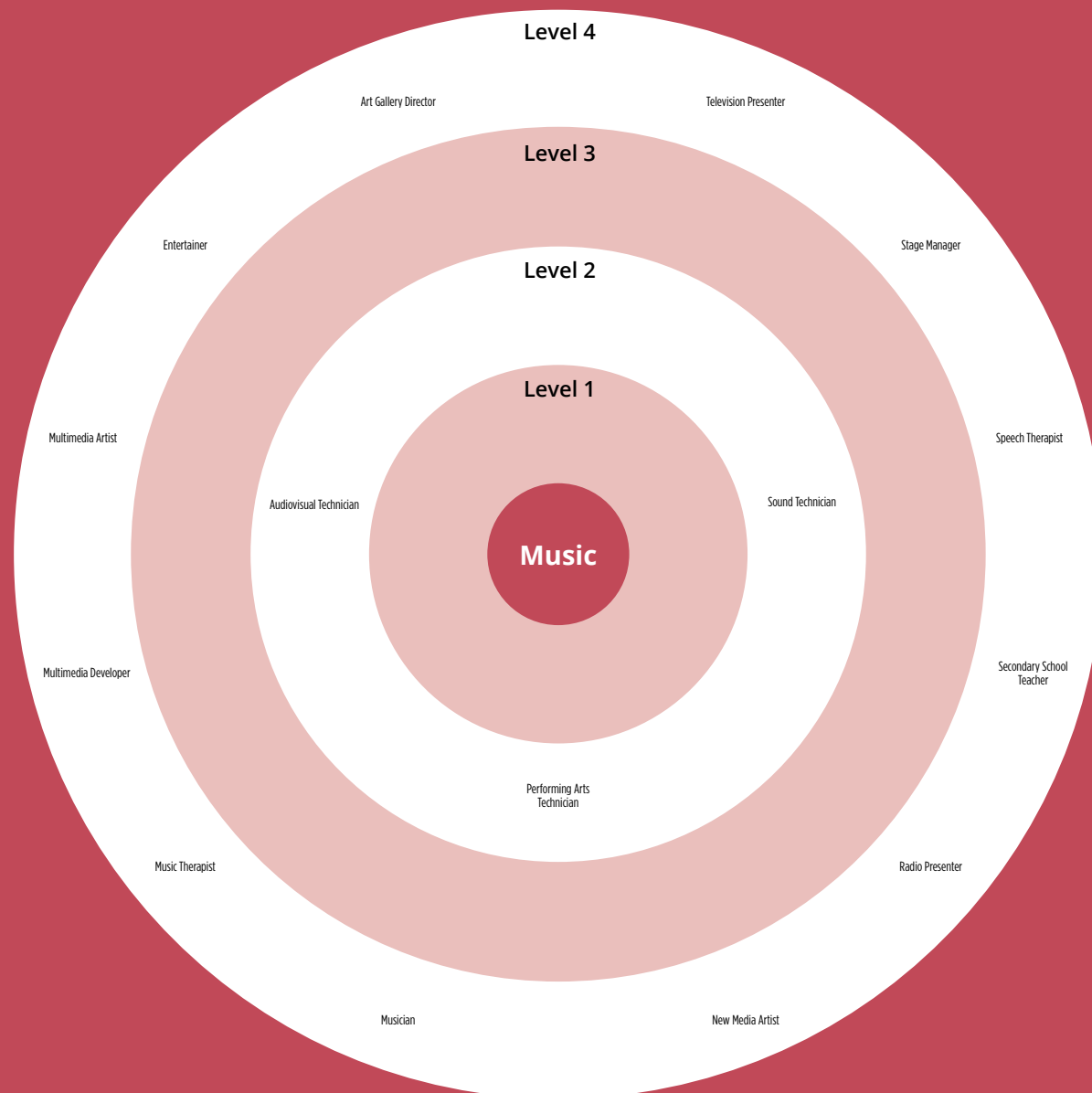
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **MUSIC**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
📍 www.myfuture.edu.au

Do you enjoy or are you good at **Music**?



- > Art
- > Entertainment
- > Media Studies
- > Music
- > Performing Arts
- > Textiles and Design

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **PERFORMING ARTS**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Performing Arts?



- > Art
- > Entertainment
- > Media Studies
- > Music
- > Performing Arts
- > Textiles and Design

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

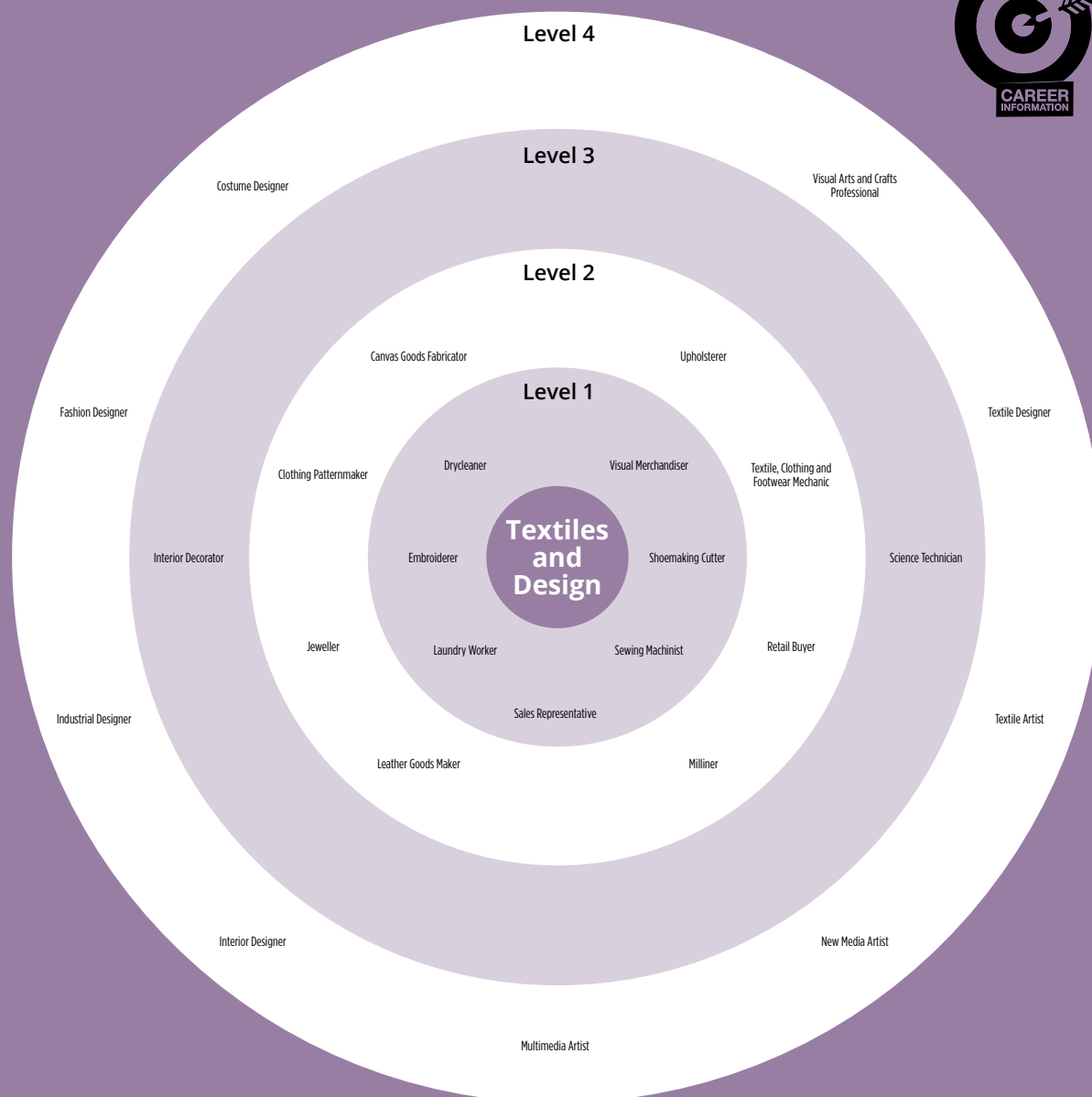
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **TEXTILES AND DESIGN**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
📍 www.myfuture.edu.au

Do you enjoy or are you good at Textiles and Design?



- > Geography
- > History
- > Rural Studies
- > Social Science

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

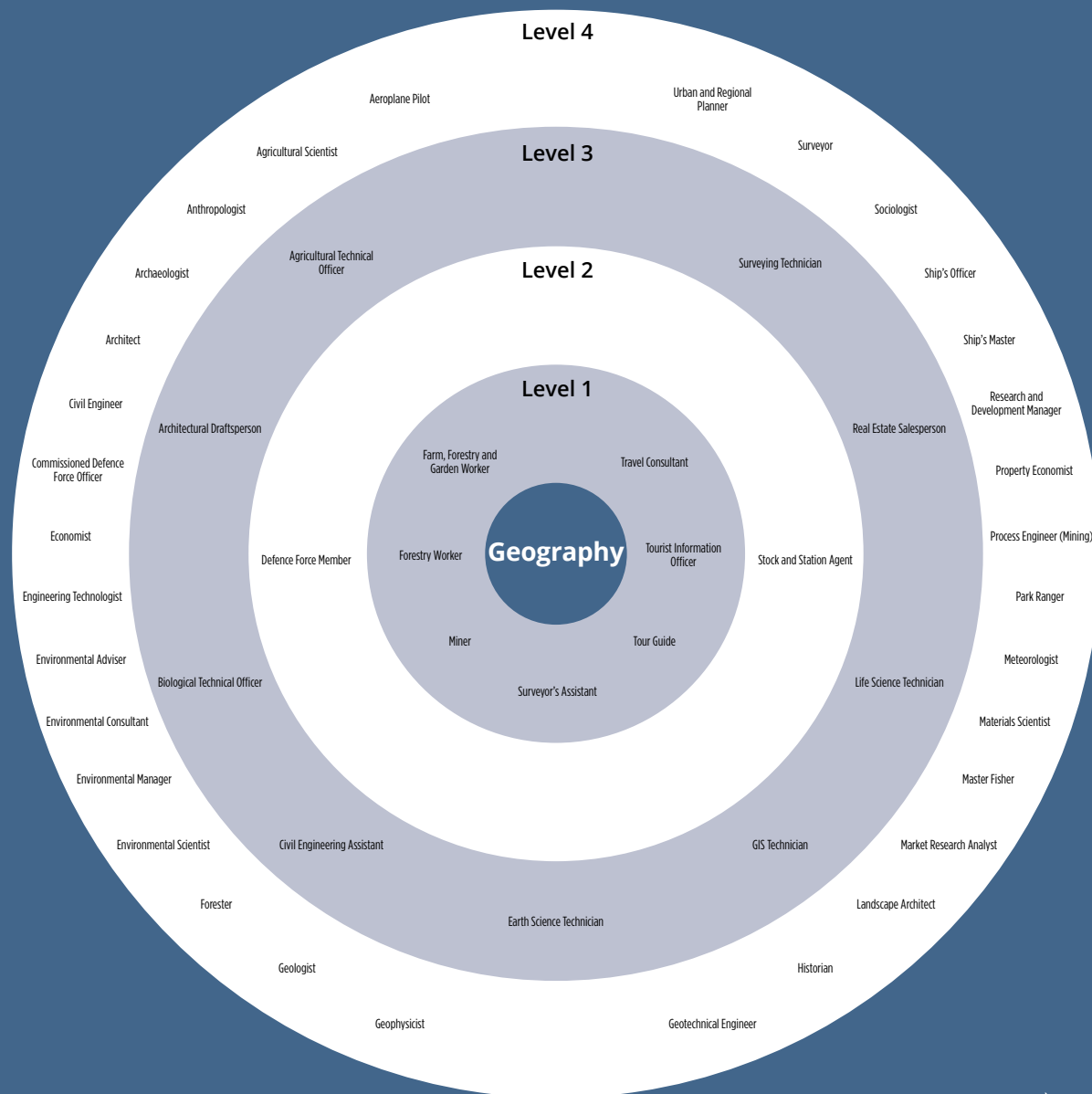
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **GEOGRAPHY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Geography?



- > Geography
- > History
- > Rural Studies
- > Social Science

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

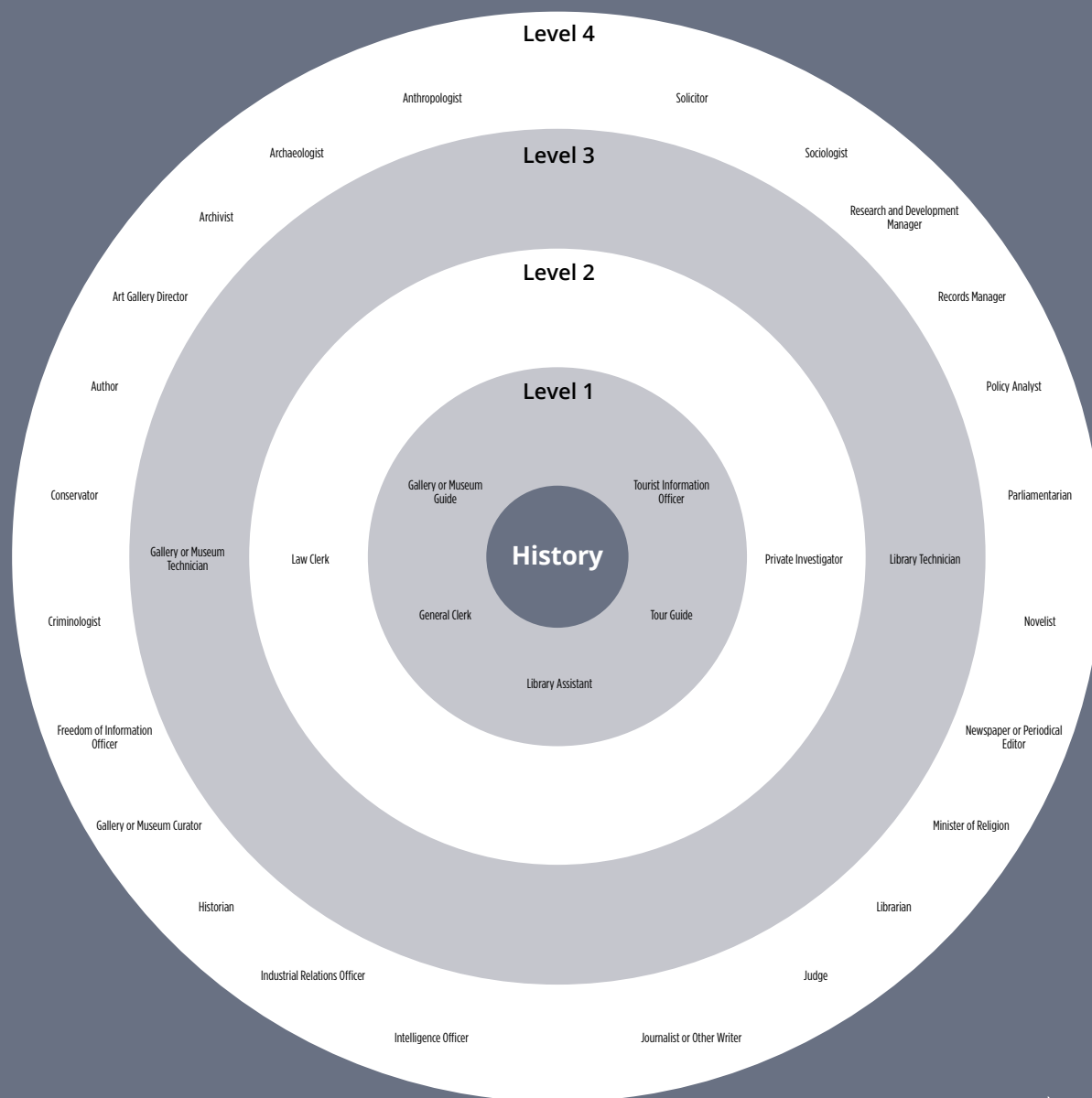
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **HISTORY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at **History**?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

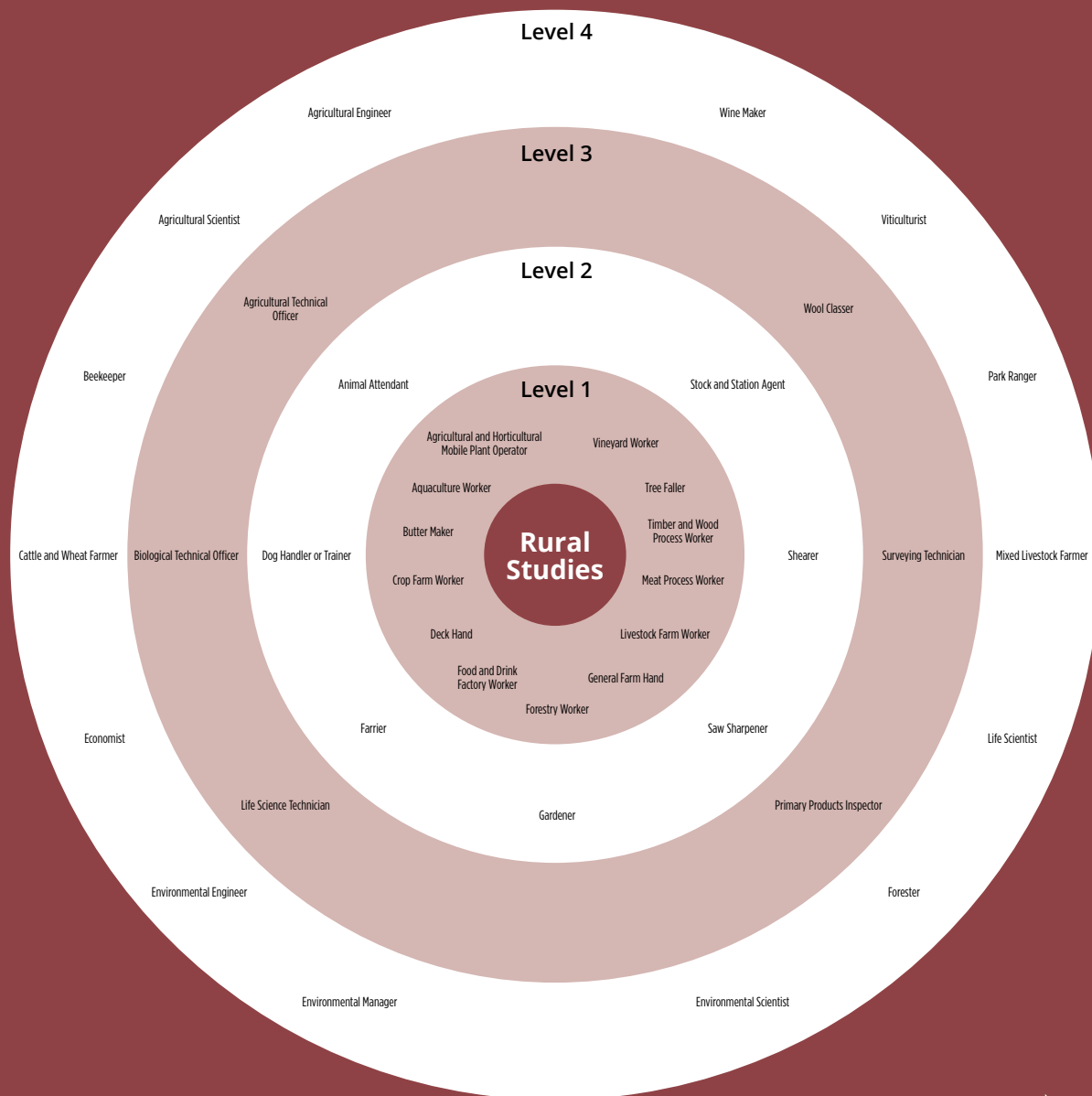
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **RURAL STUDIES**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Rural Studies?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

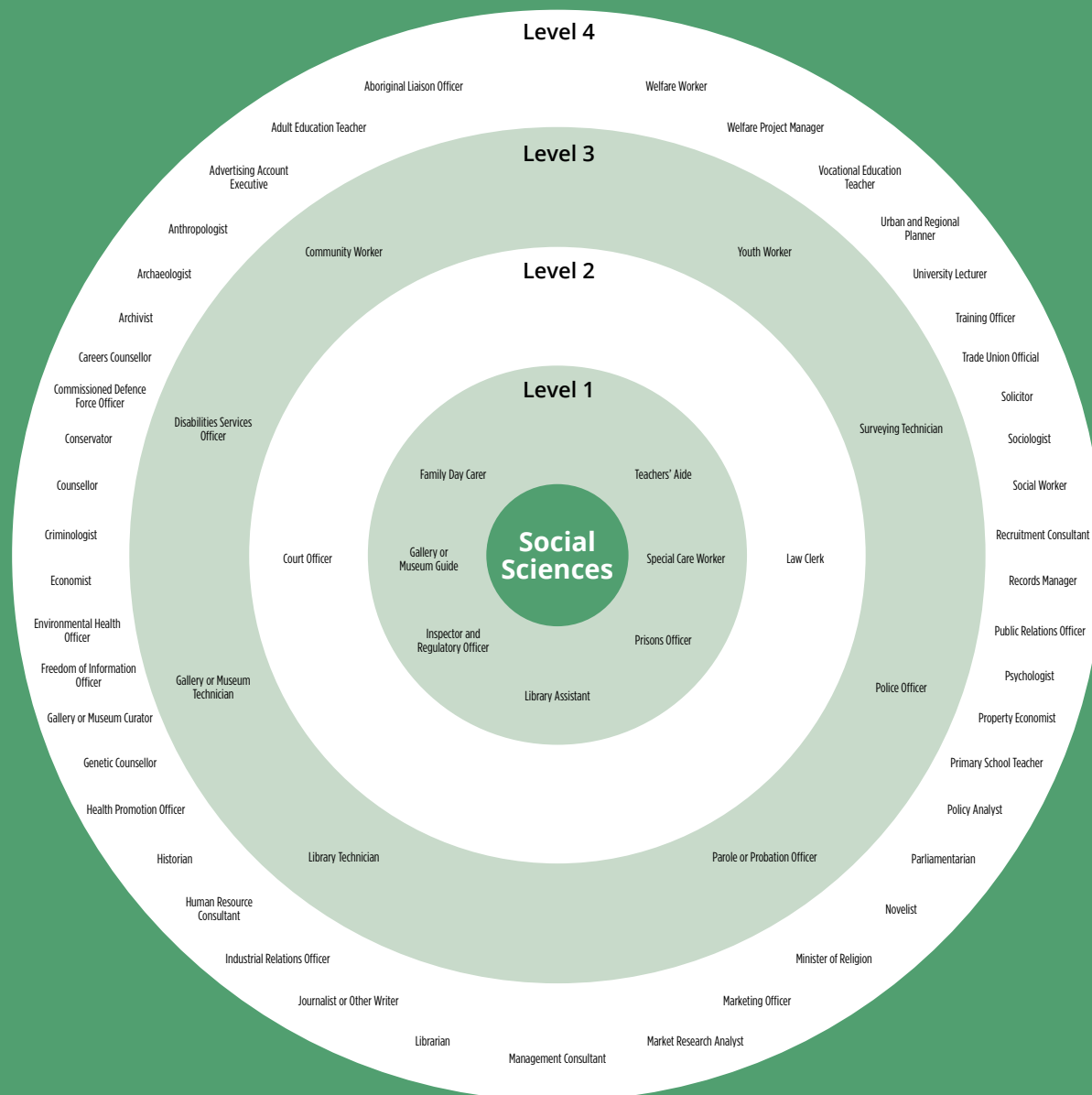
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **SOCIAL SCIENCE**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Social Sciences?



YEAR 9-12
STREAMS

PATHWAYS
GUIDE



HOME

- > Community Services
- > Health
- > Outdoor Education
- > Physical Education
- > Retail

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

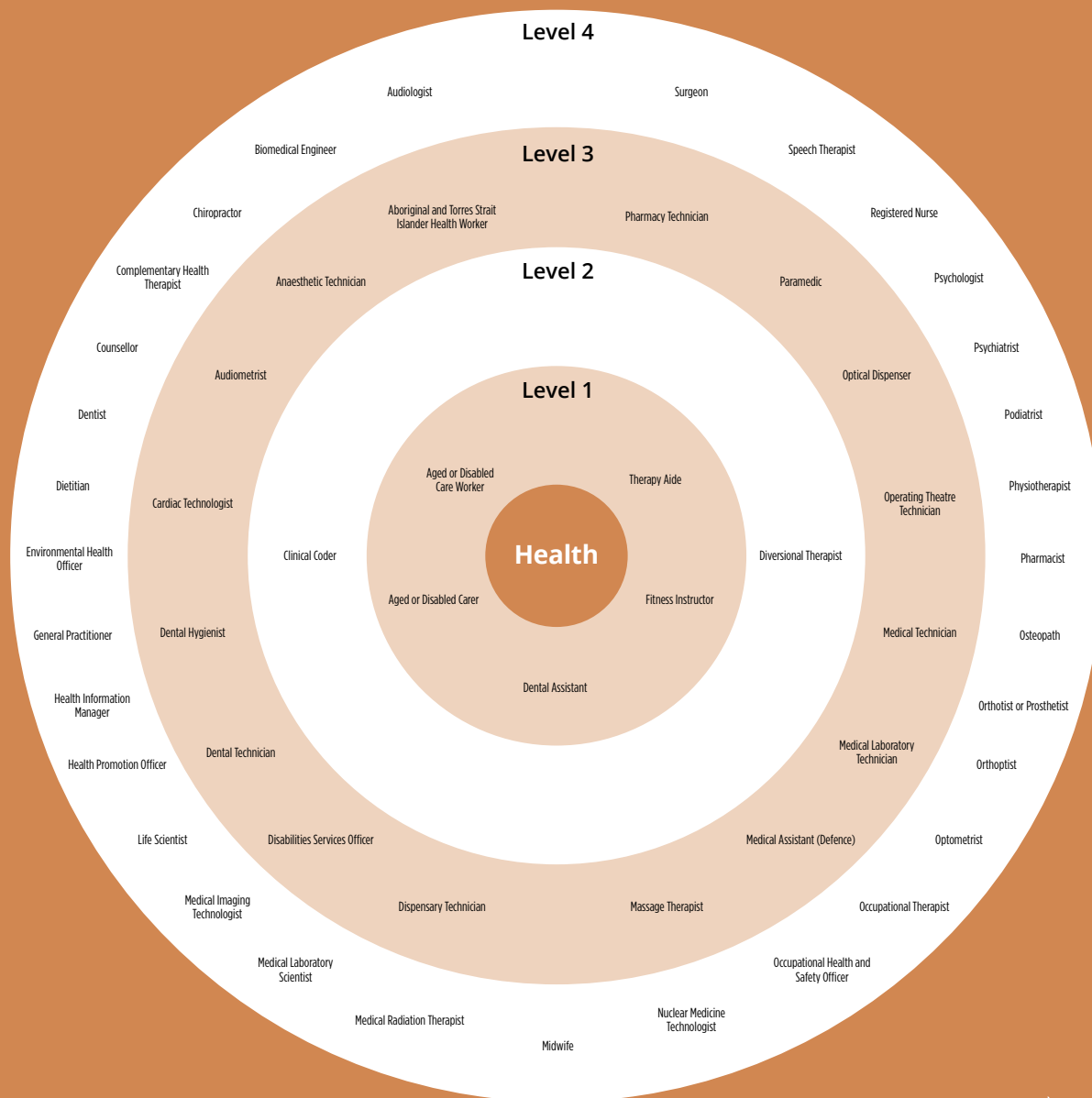
This chart shows a selection of jobs that have some relation to the subject of **HEALTH**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

myfuture

Do you enjoy or are you good at Health?





- > Community Services
- > Health
- > Outdoor Education
- > Physical Education
- > Retail

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

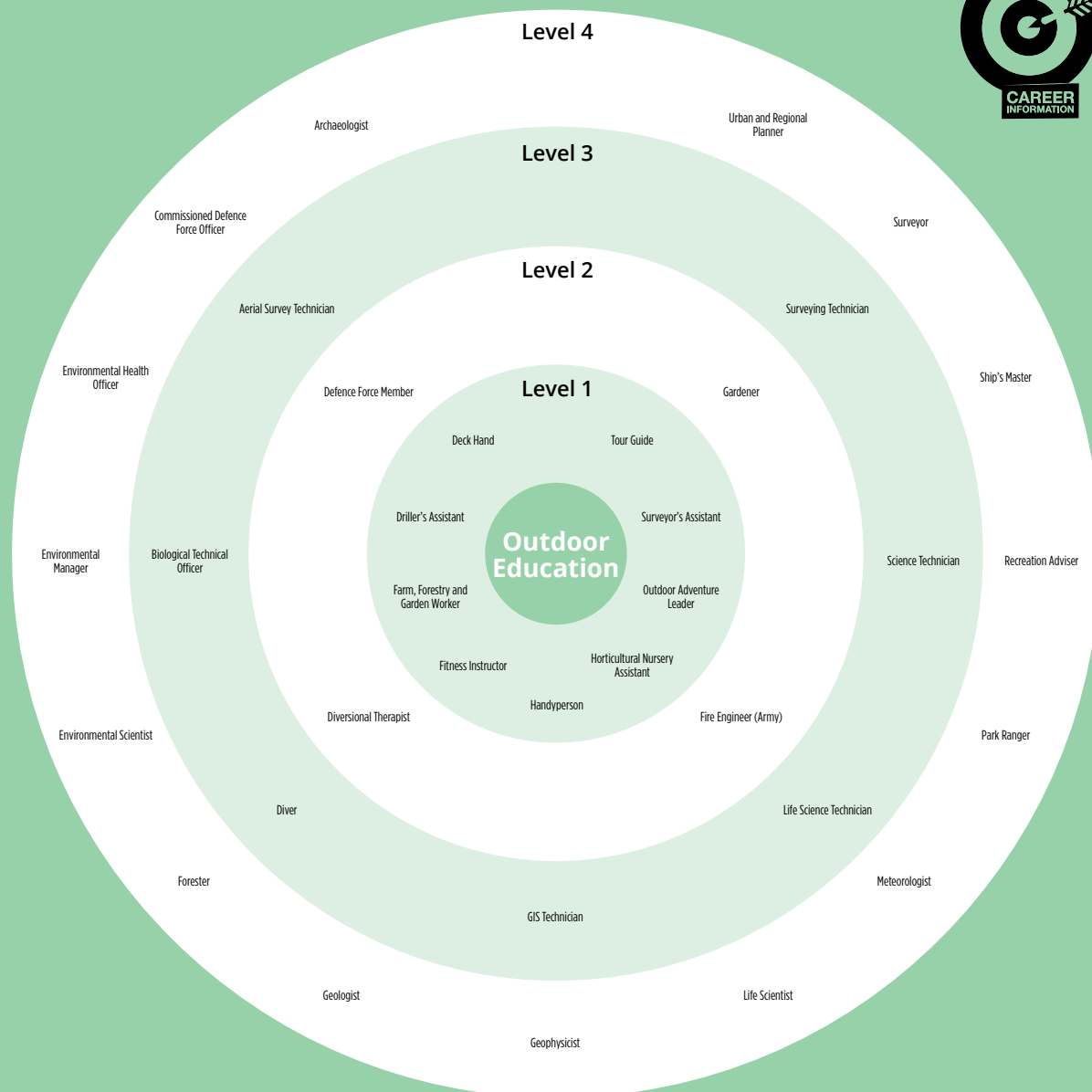
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **OUTDOOR EDUCATION**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Outdoor Education?





- > Community Services
- > Health
- > Outdoor Education
- > Physical Education
- > Retail

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

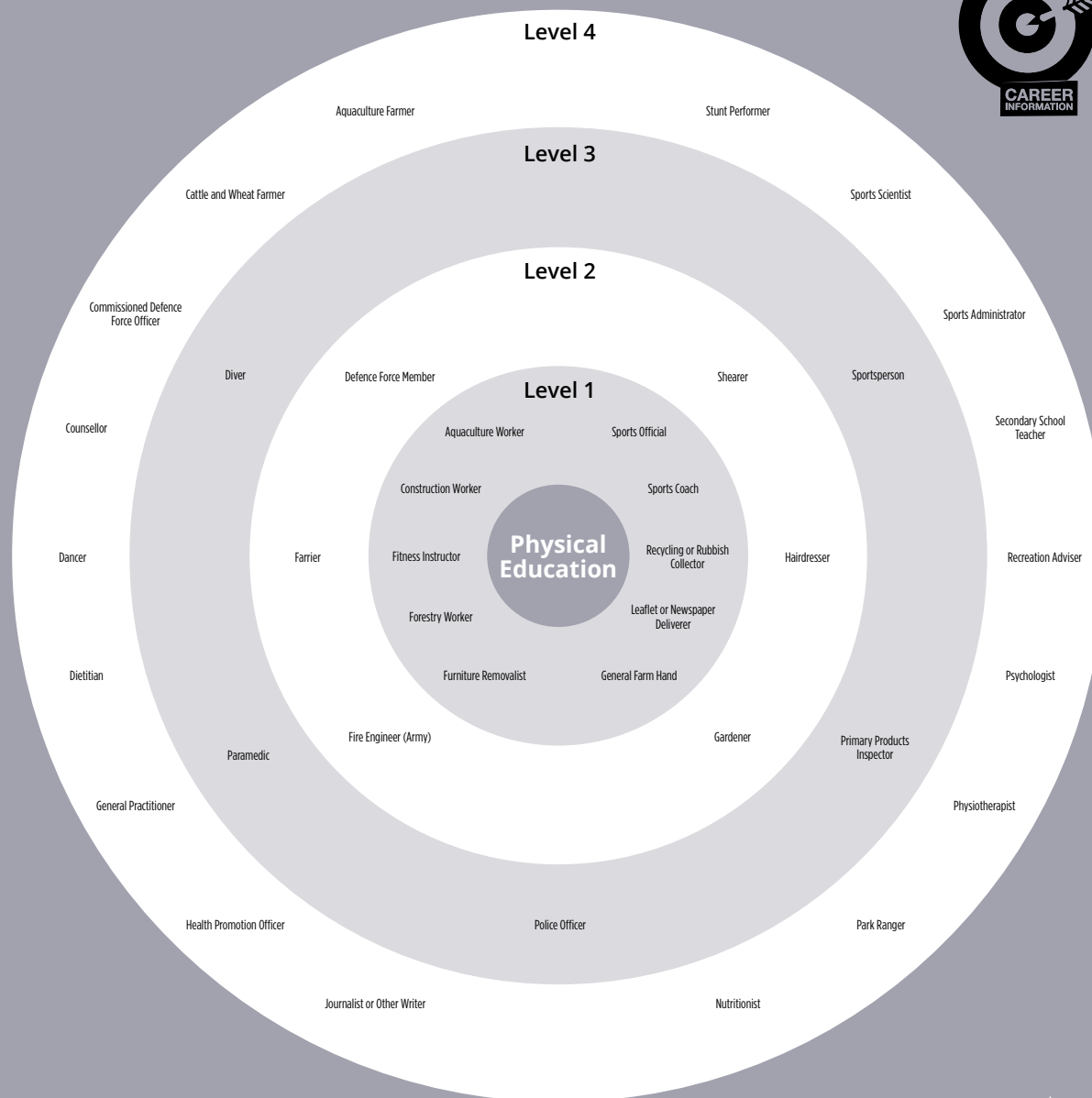
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **PHYSICAL EDUCATION**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Physical Education?



- > Community Services
- > Health
- > Outdoor Education
- > Physical Education
- > Retail

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

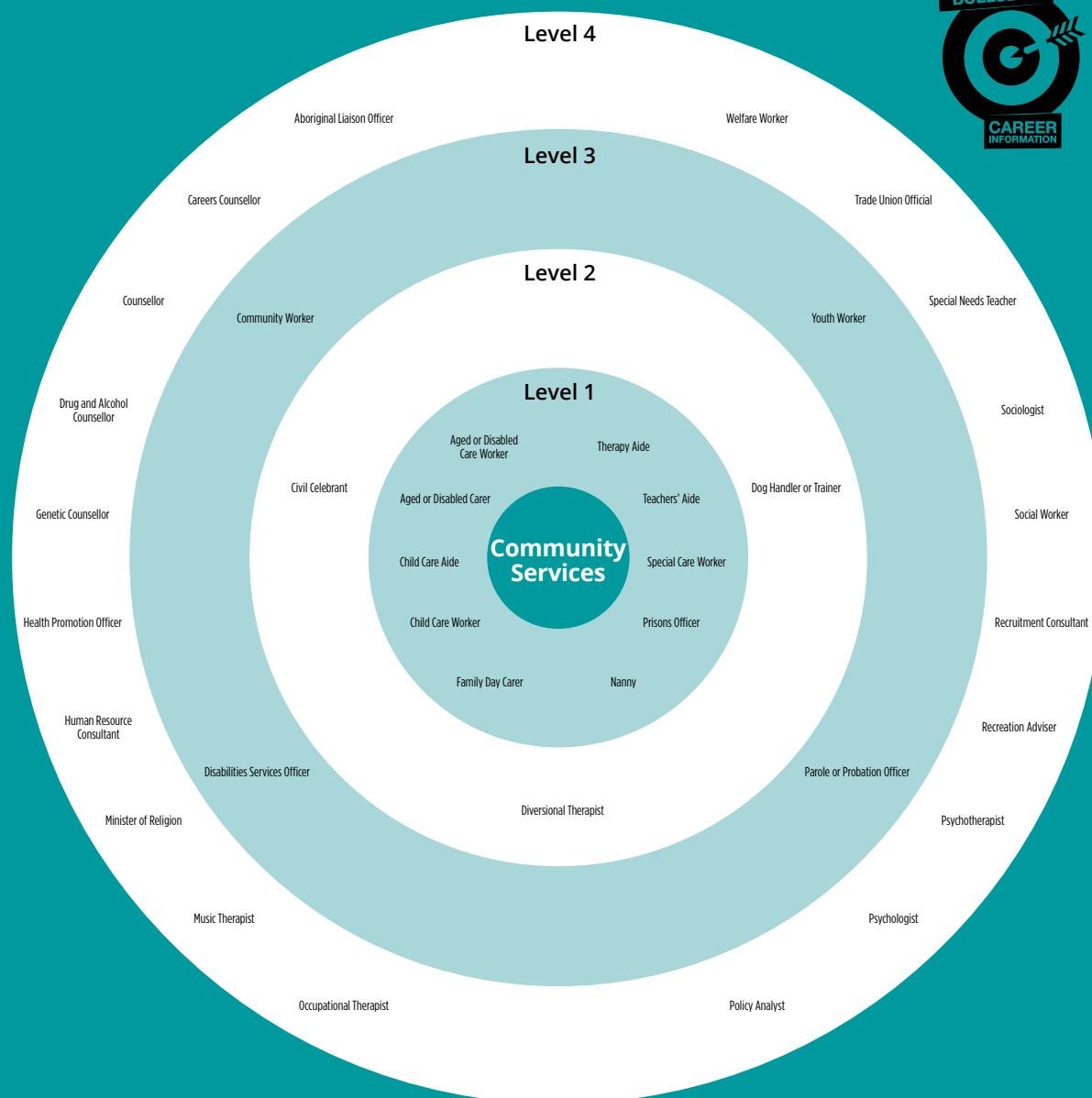
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **COMMUNITY SERVICES**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Community Services?



- > Community Services
- > Health
- > Outdoor Education
- > Physical Education
- > Retail

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

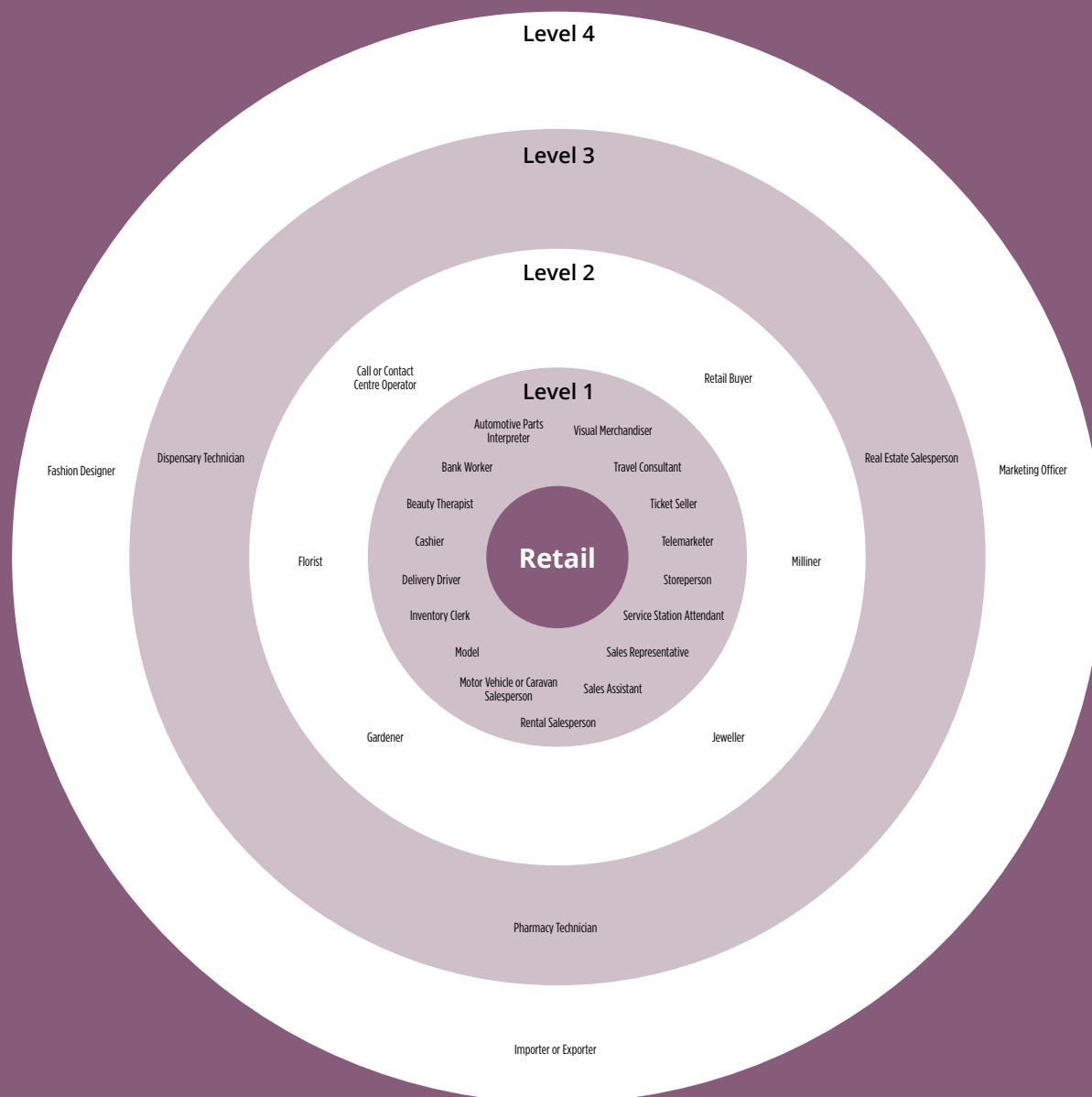
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **RETAIL**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
📍 www.myfuture.edu.au

Do you enjoy or are you good at **Retail**?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

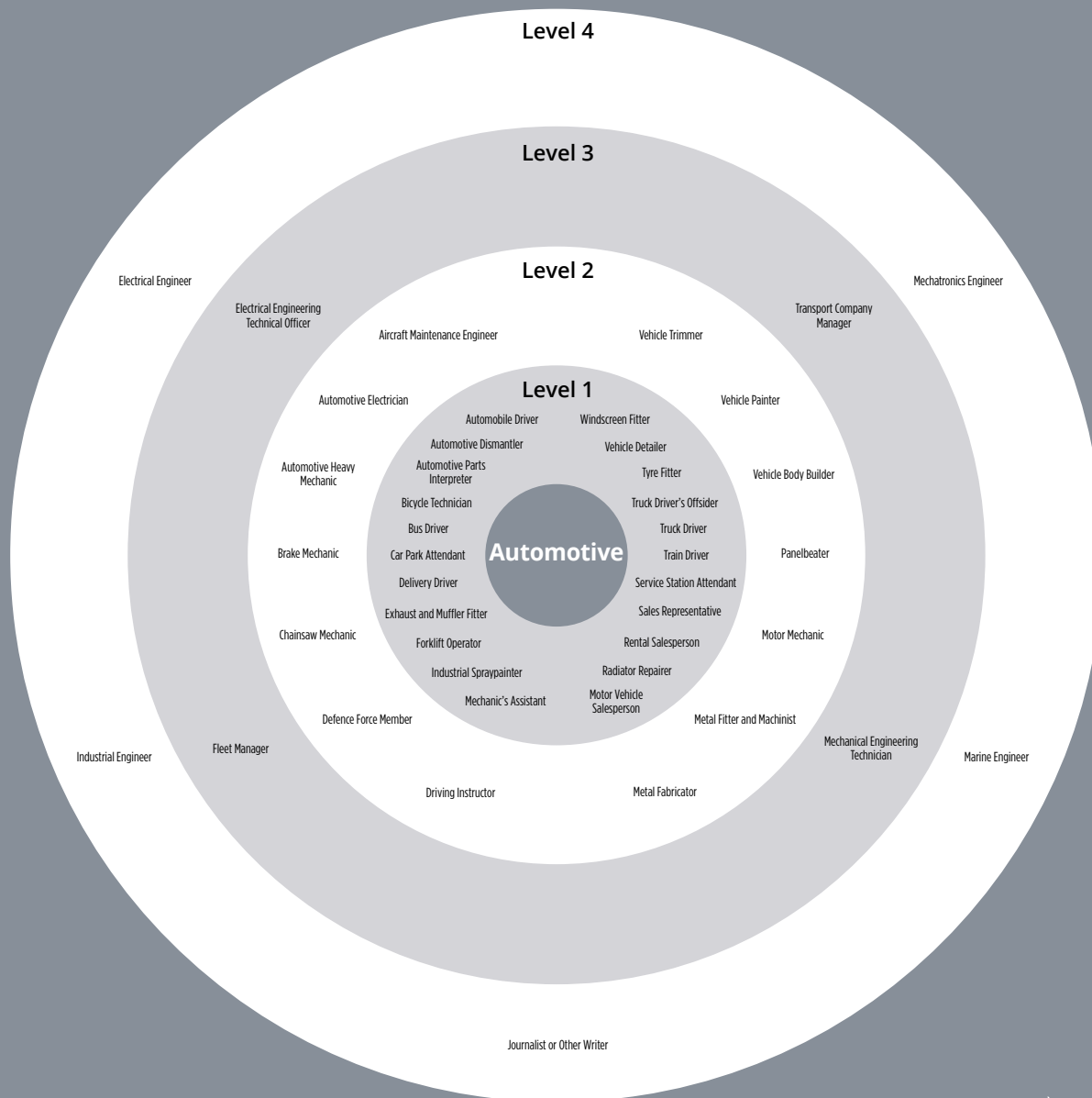
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **AUTOMOTIVE**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Automotive?



YEAR 9-12
STREAMS

PATHWAYS
GUIDE



HOME

- > Automotive
- > Construction
- > Electro-technology
- > Food Studies
- > Home Economics
- > Hospitality
- > Industrial Arts
- > Metalwork and Engineering

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **CONSTRUCTION**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

myfuture

Do you enjoy or are you good at Construction?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

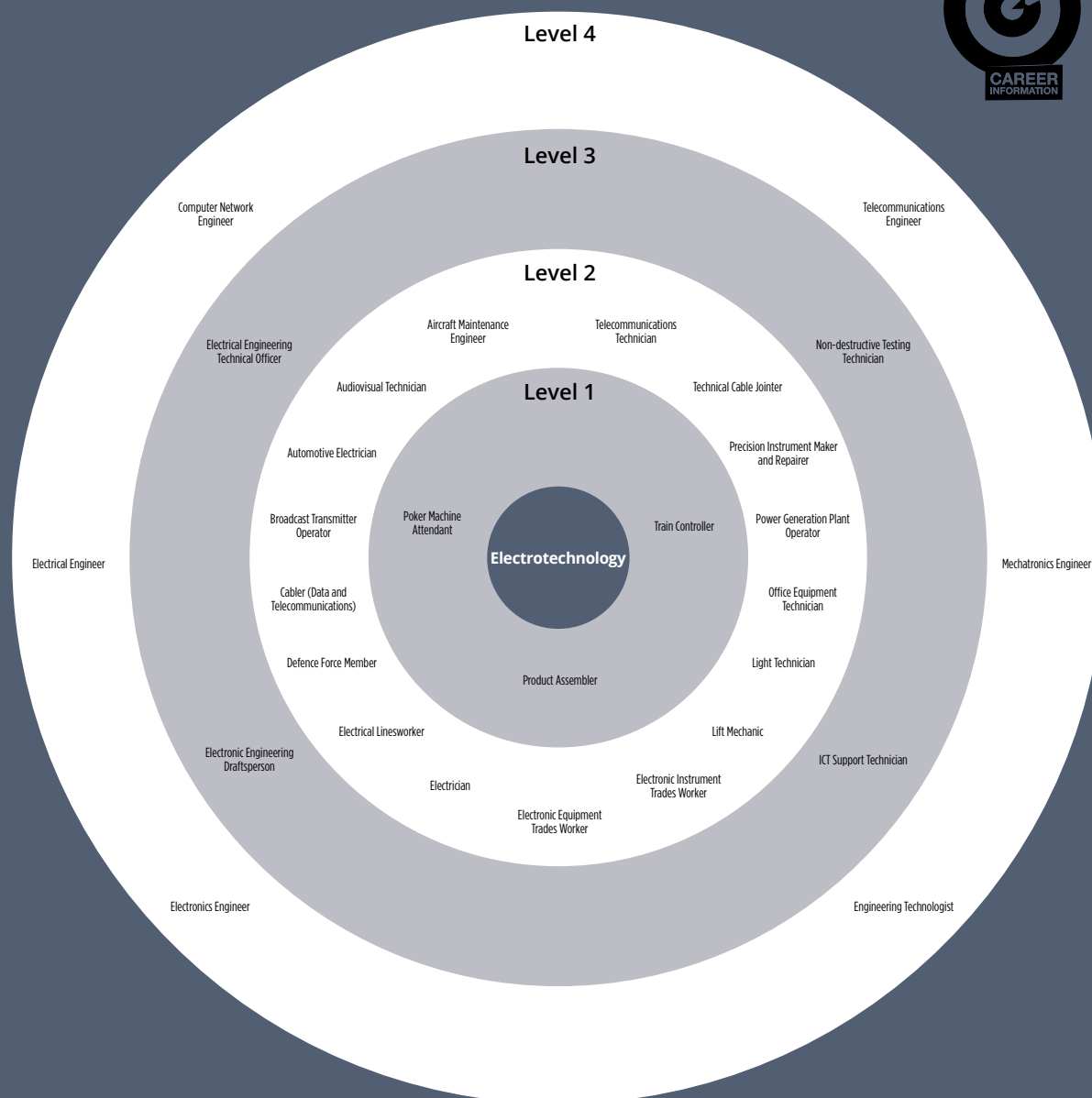
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **ELECTROTECHNOLOGY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Electrotechnology?



- > Automotive
- > Construction
- > Electro-technology
- > Food Studies
- > Home Economics
- > Hospitality
- > Industrial Arts
- > Metalwork and Engineering

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

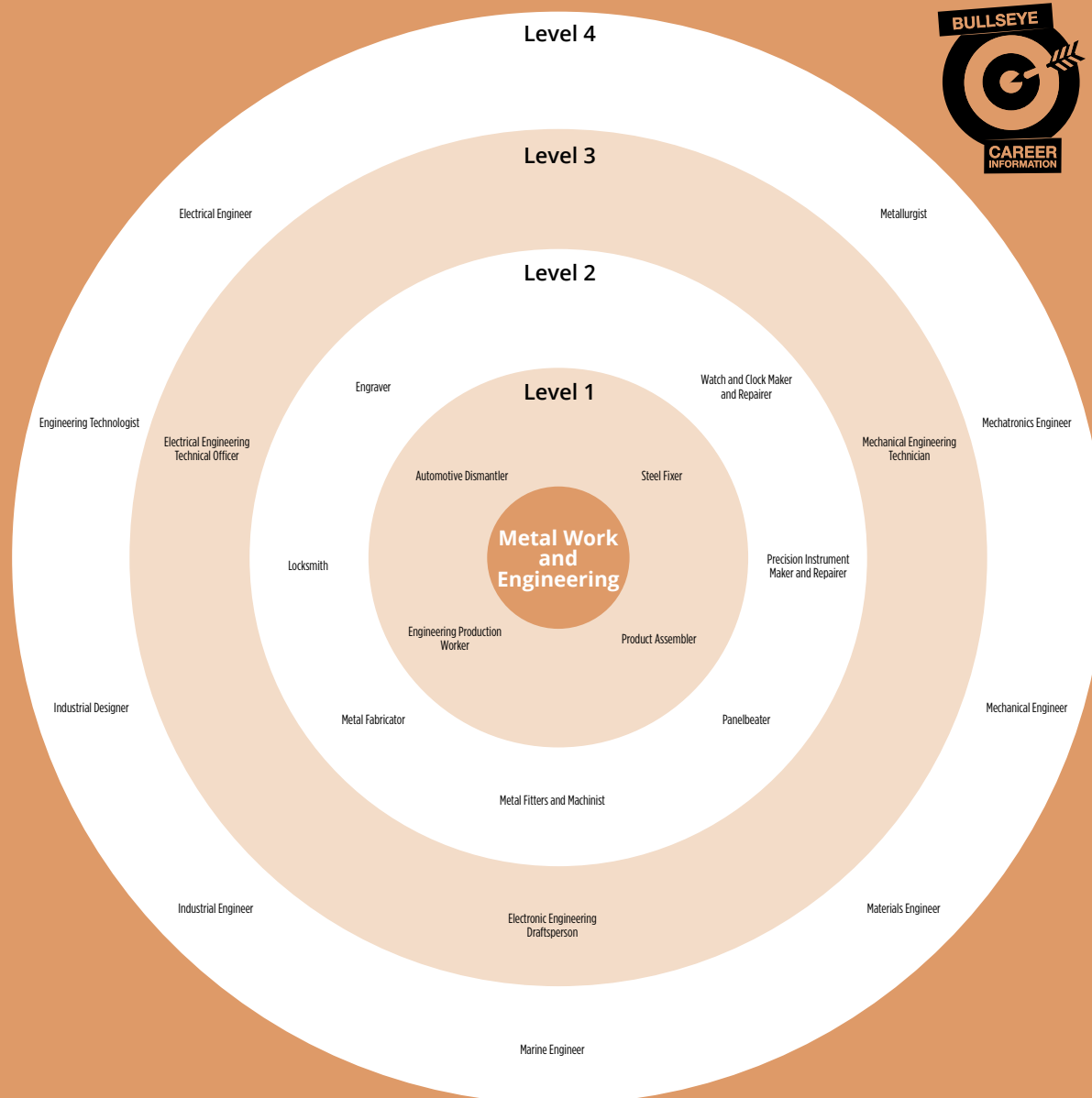
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **METALWORK AND ENGINEERING**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Metal Work and Engineering?



- > Automotive
- > Construction
- > Electro-technology
- > Food Studies
- > Home Economics
- > Hospitality
- > Industrial Arts
- > Metalwork and Engineering

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **INDUSTRIAL ARTS**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Industrial Arts?



- > Automotive
- > Construction
- > Electro-technology
- > Food Studies
- > Home Economics
- > Hospitality
- > Industrial Arts
- > Metalwork and Engineering

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

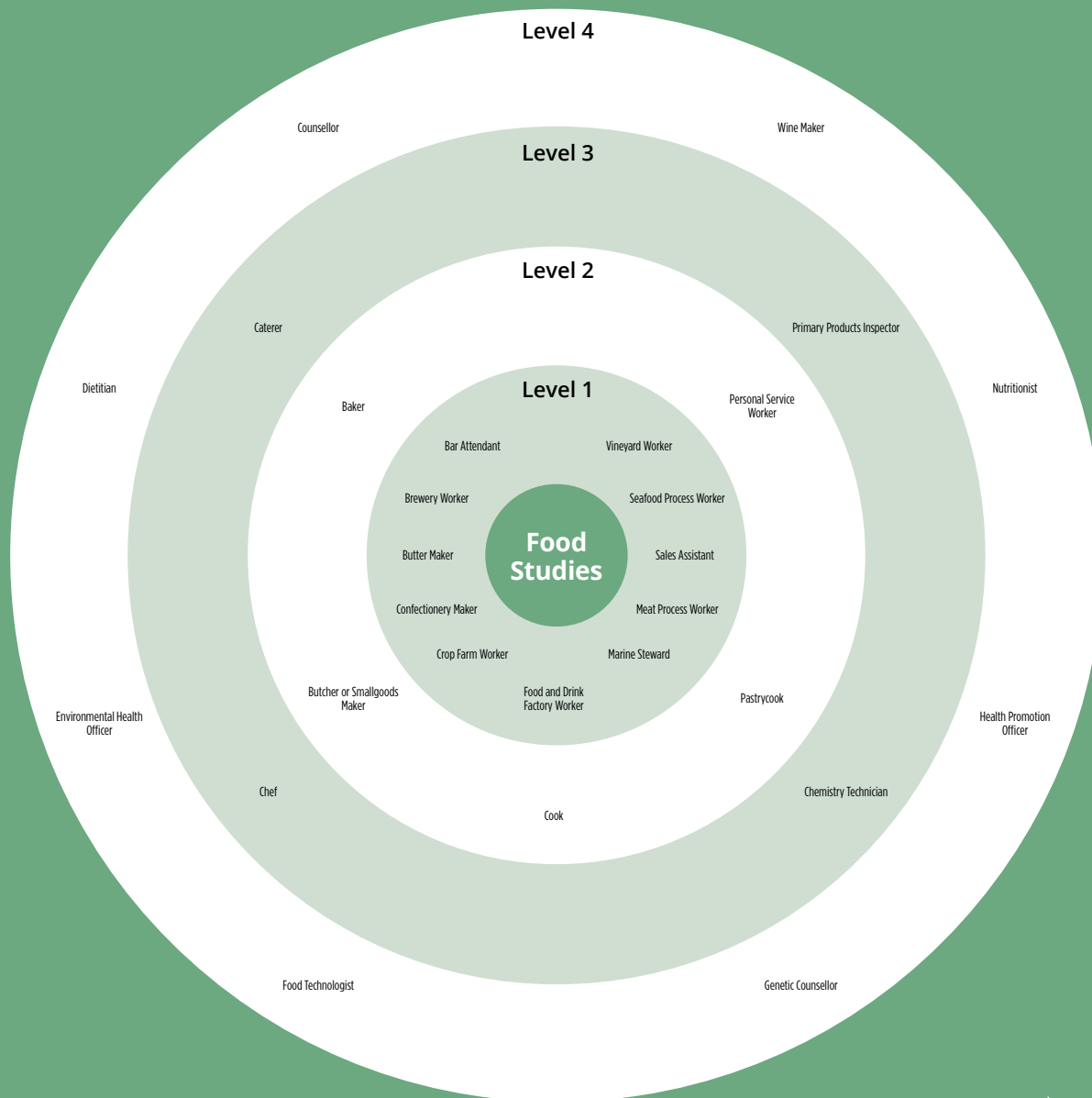
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **FOOD STUDIES**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Food Studies?



- > Automotive
- > Construction
- > Electro-technology
- > Food Studies
- > Home Economics
- > Hospitality
- > Industrial Arts
- > Metalwork and Engineering

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

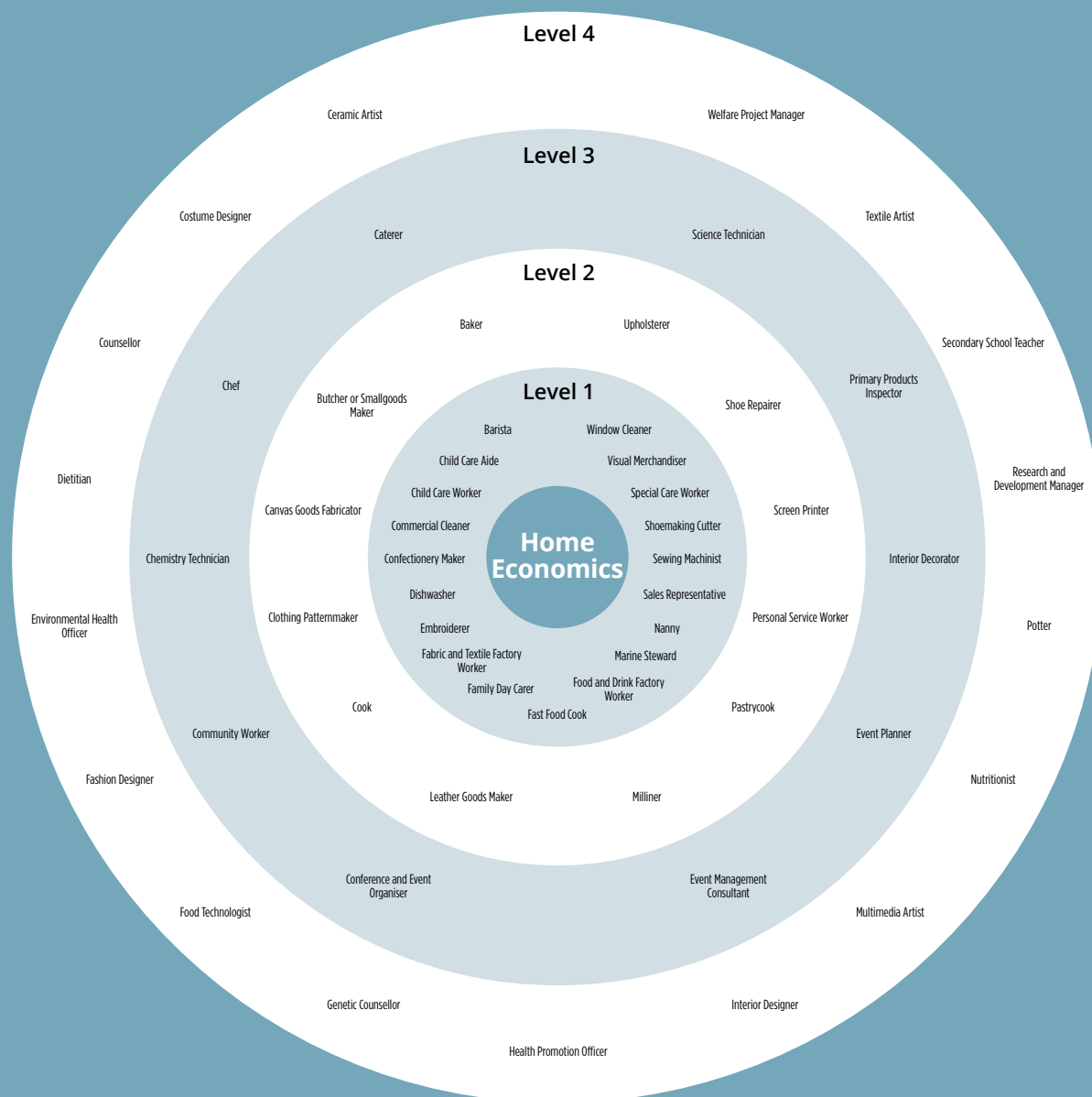
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **HOME ECONOMICS**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Home Economics?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

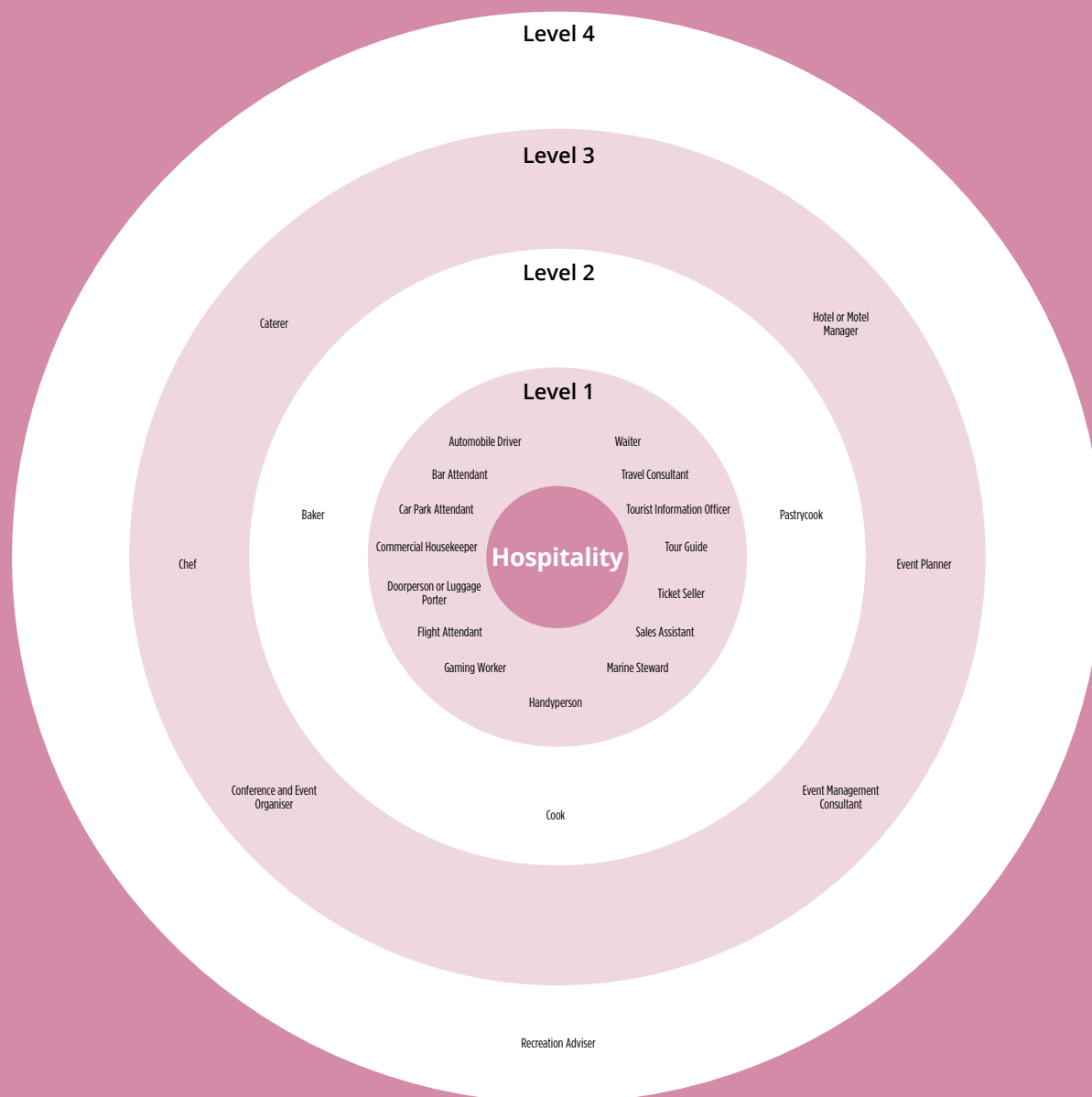
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **HOSPITALITY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Hospitality?



- > Business Studies
- > Economics
- > Maths

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

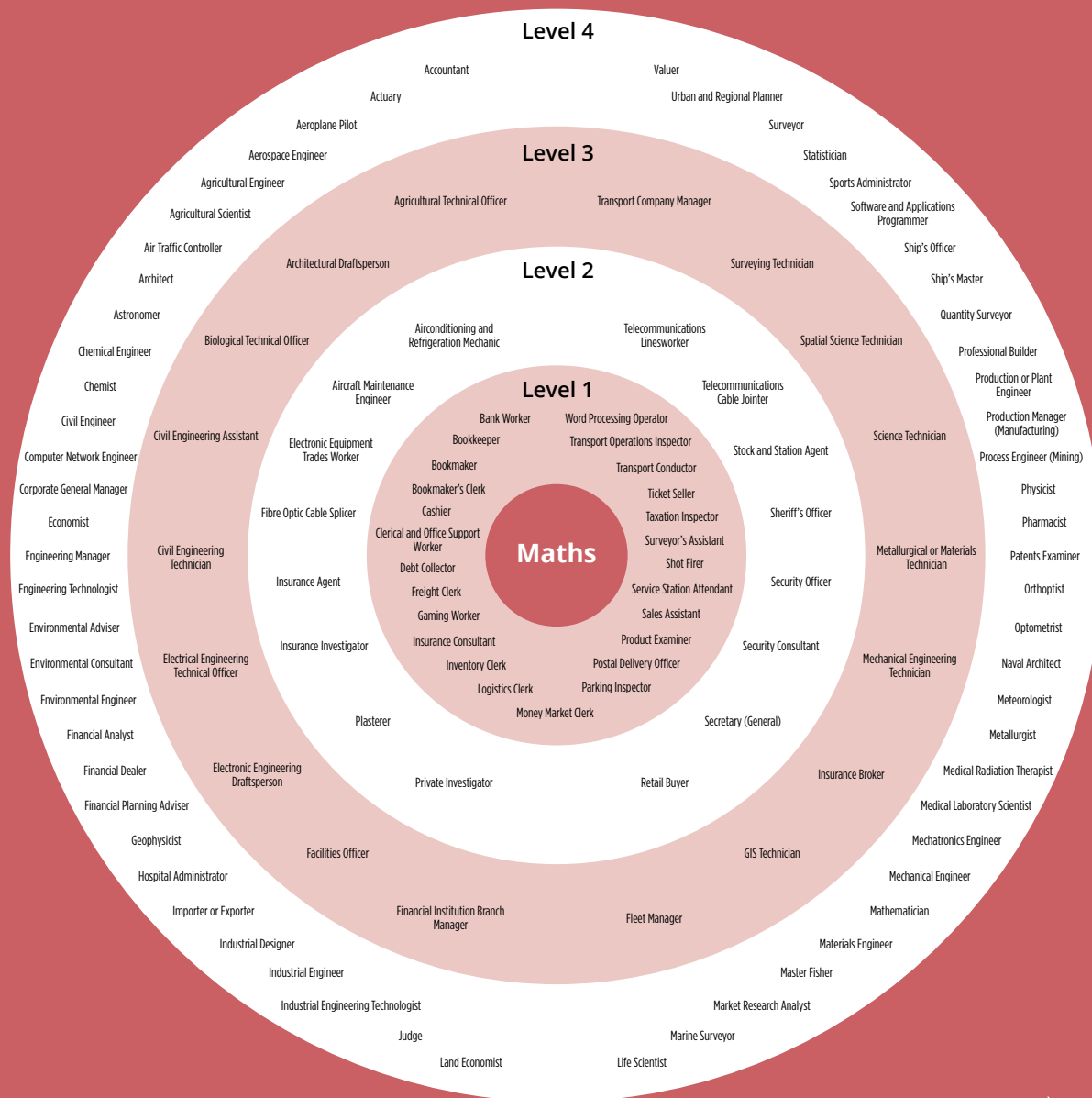
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **MATHS**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Maths?





USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

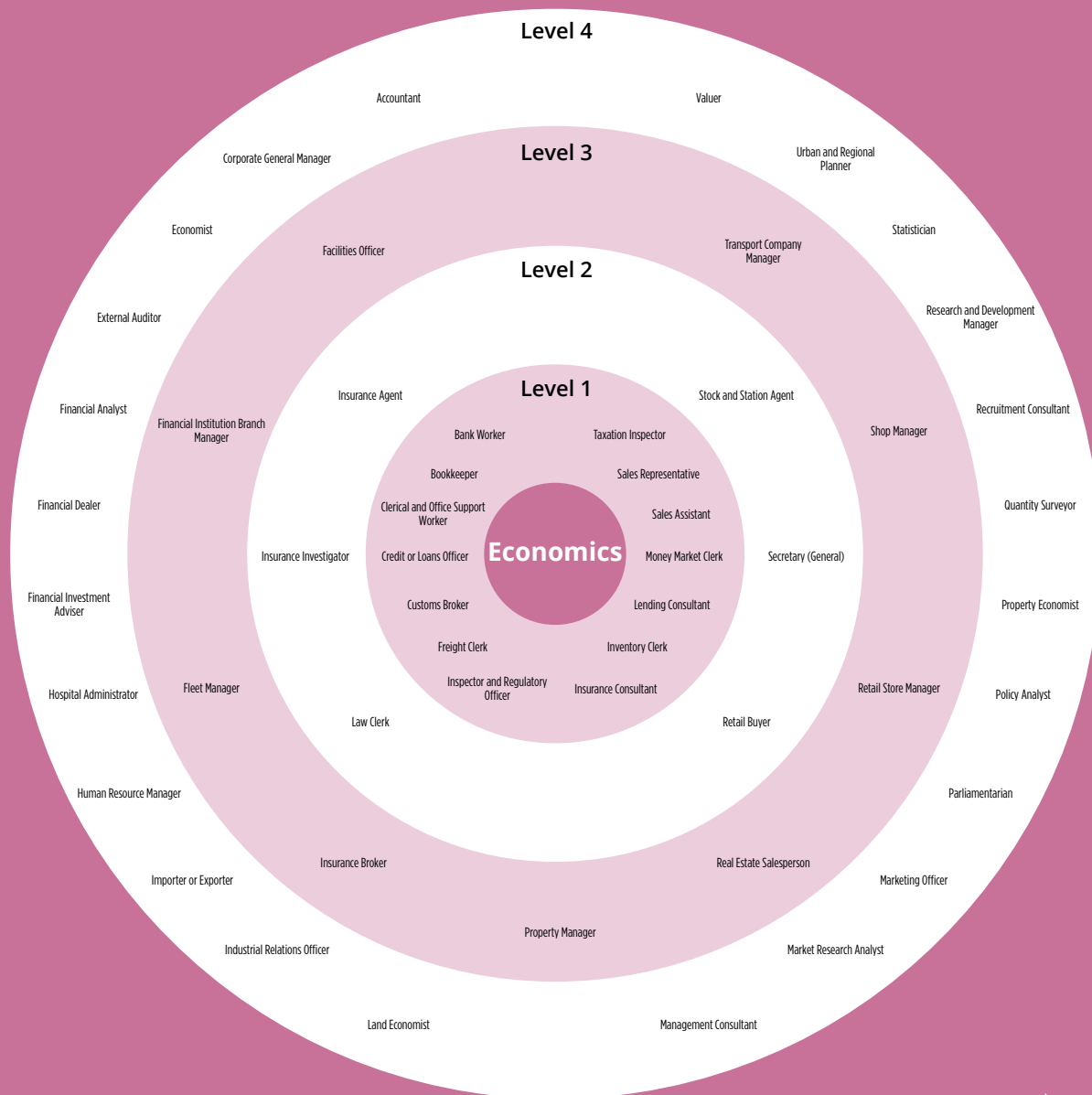
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **ECONOMICS**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at **Economics**?





LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE's or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

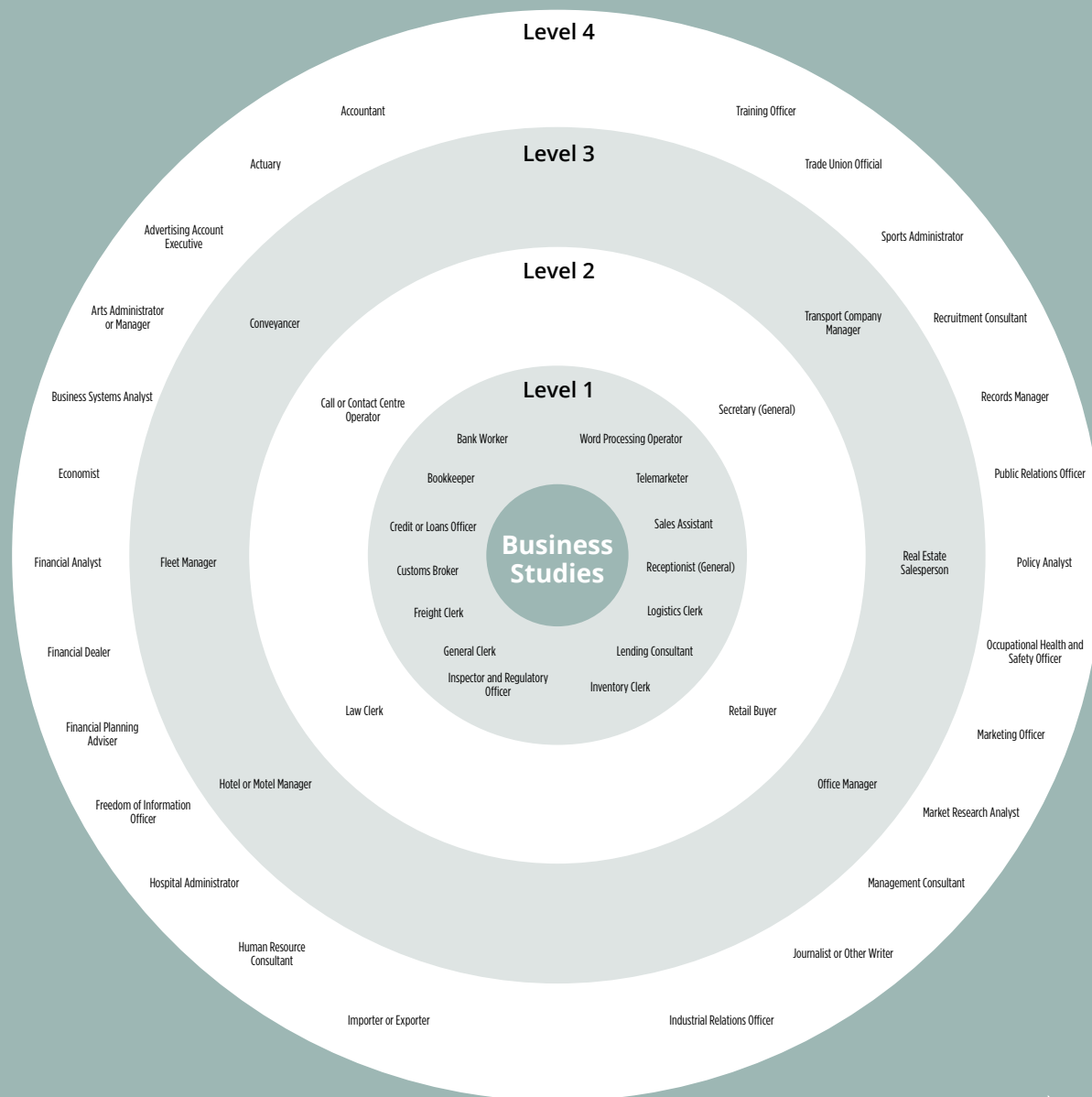
This chart shows a selection of jobs that have some relation to the subject of **BUSINESS STUDIES**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
 **www.myfuture.edu.au**



Do you enjoy or are you good at **Business Studies**?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

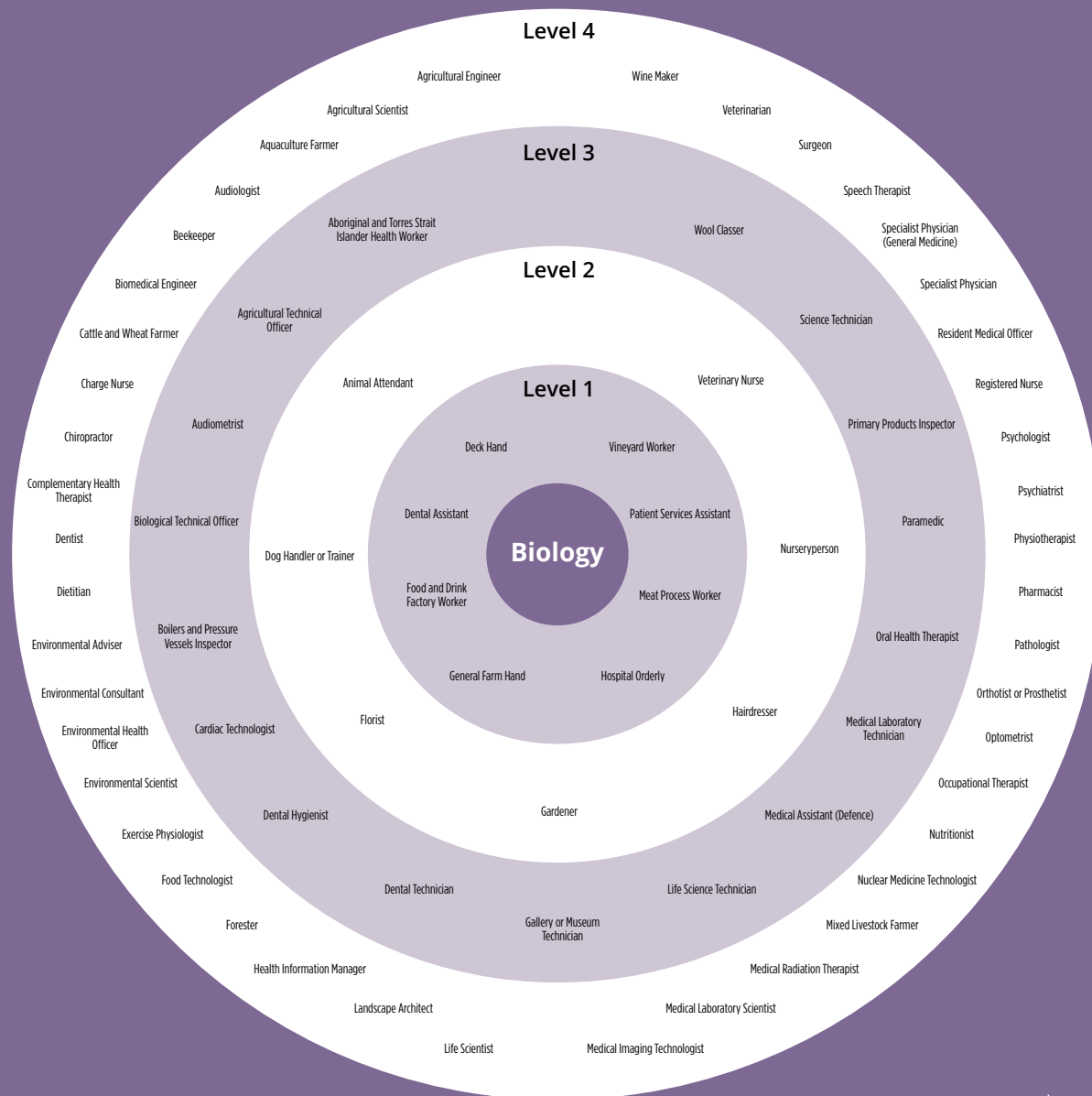
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **BIOLOGY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at **Biology**?



- > Biology
- > Chemistry
- > Environmental Science
- > Physics

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

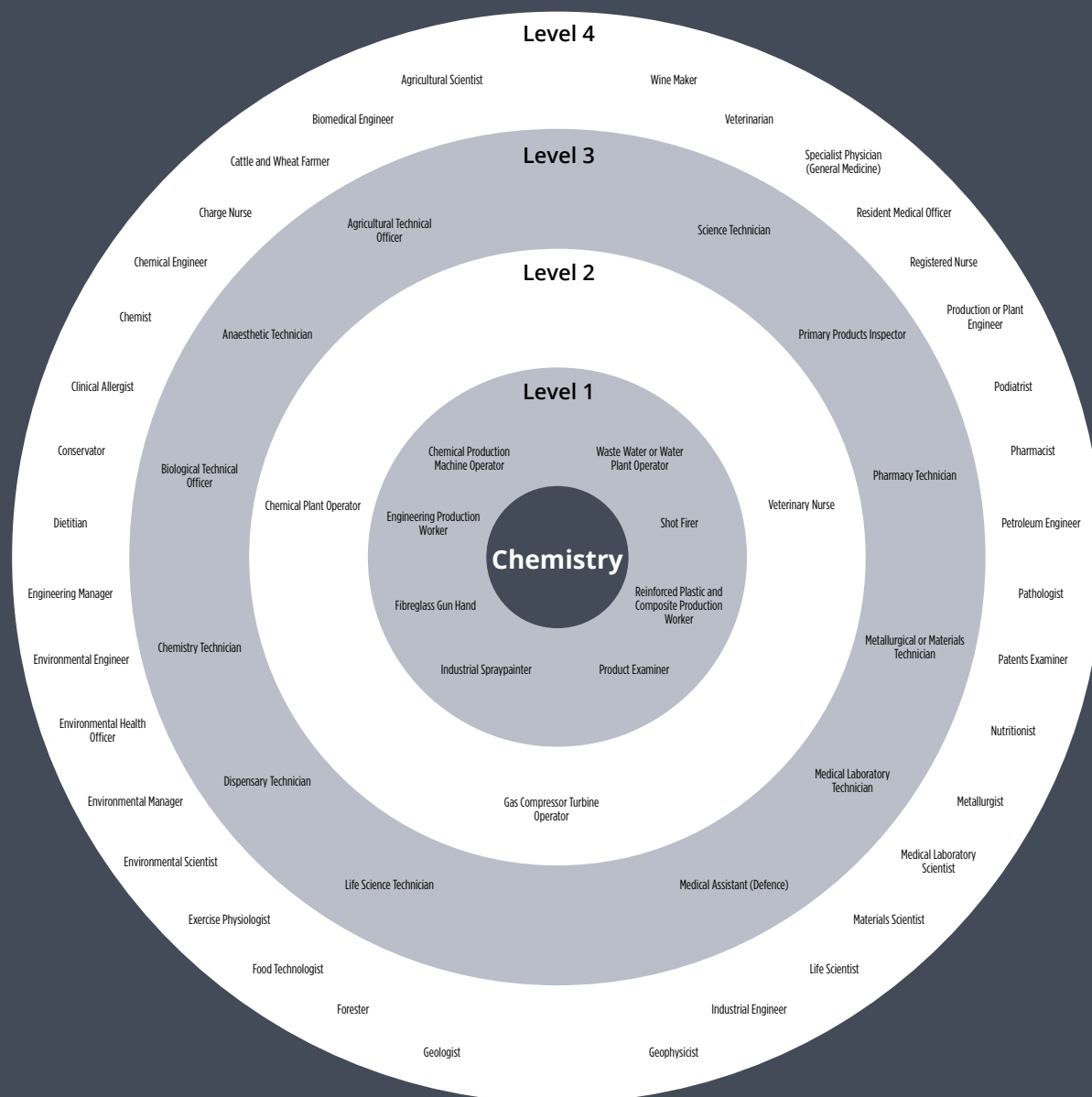
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **CHEMISTRY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Chemistry?



- > Biology
- > Chemistry
- > Environmental Science
- > Physics

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

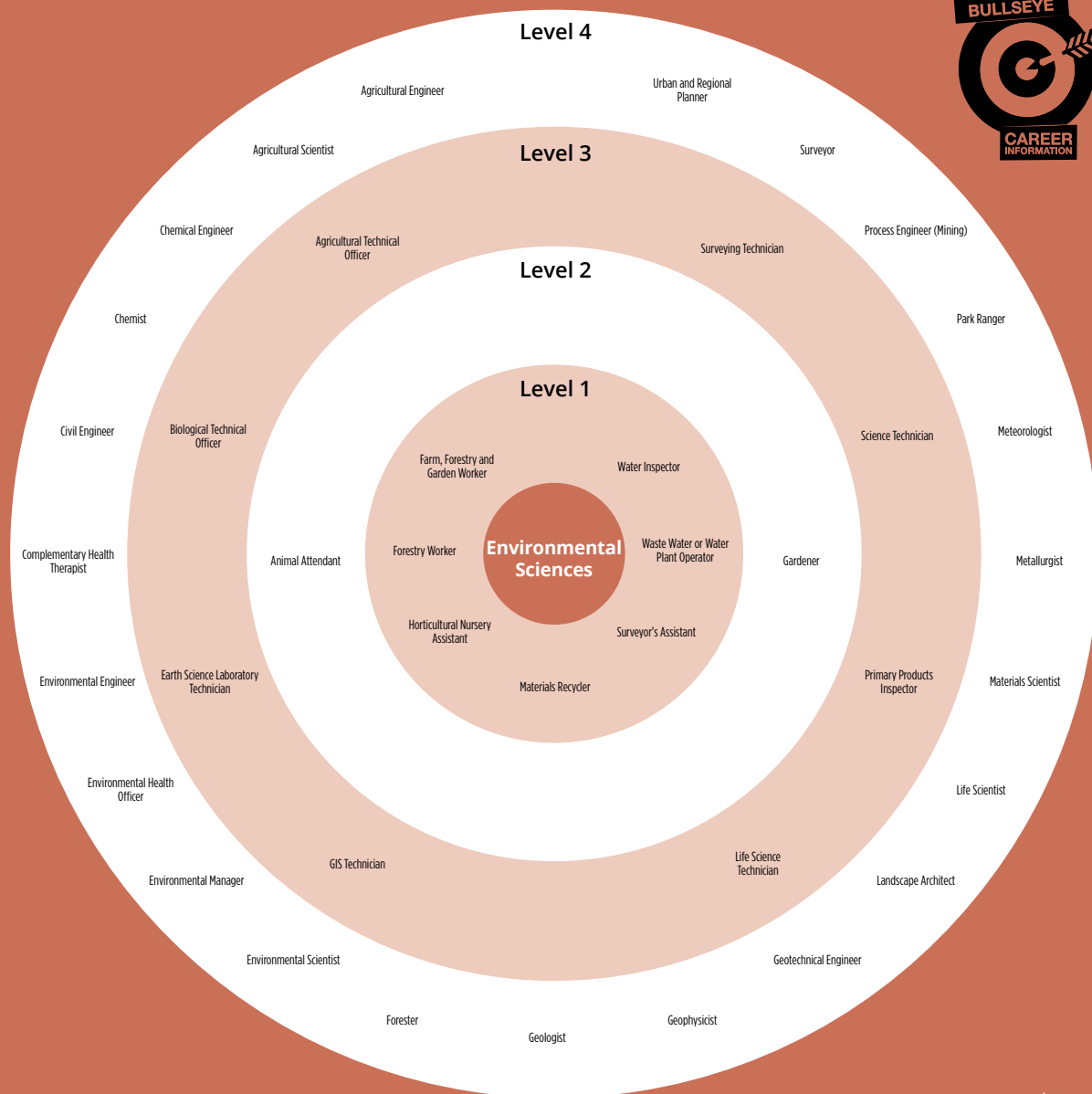
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **ENVIRONMENTAL SCIENCE**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Environmental Sciences?



- > Biology
- > Chemistry
- > Environmental Science
- > Physics

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **PHYSICS**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at **Physics**?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

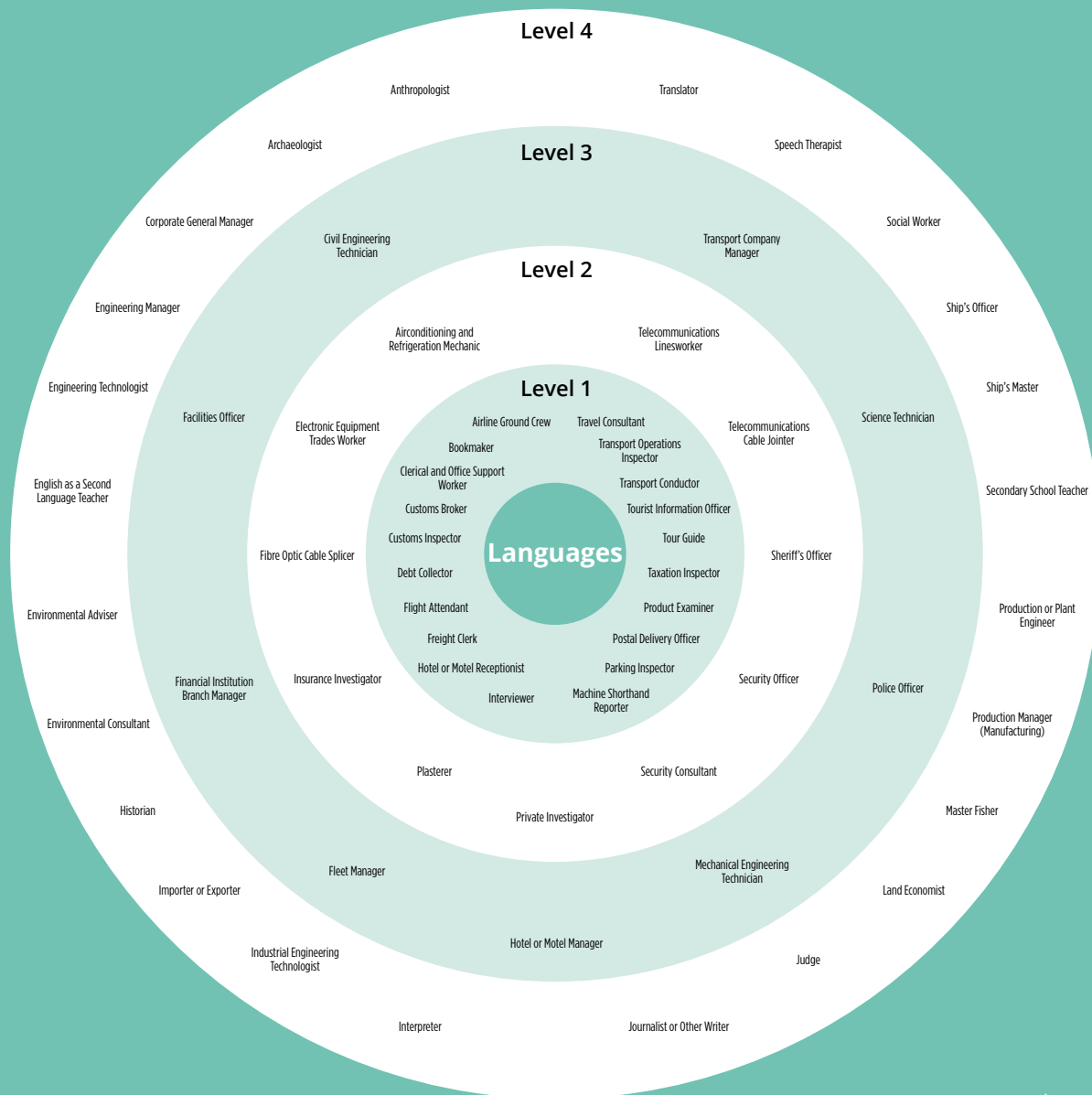
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **LANGUAGES**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Languages?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

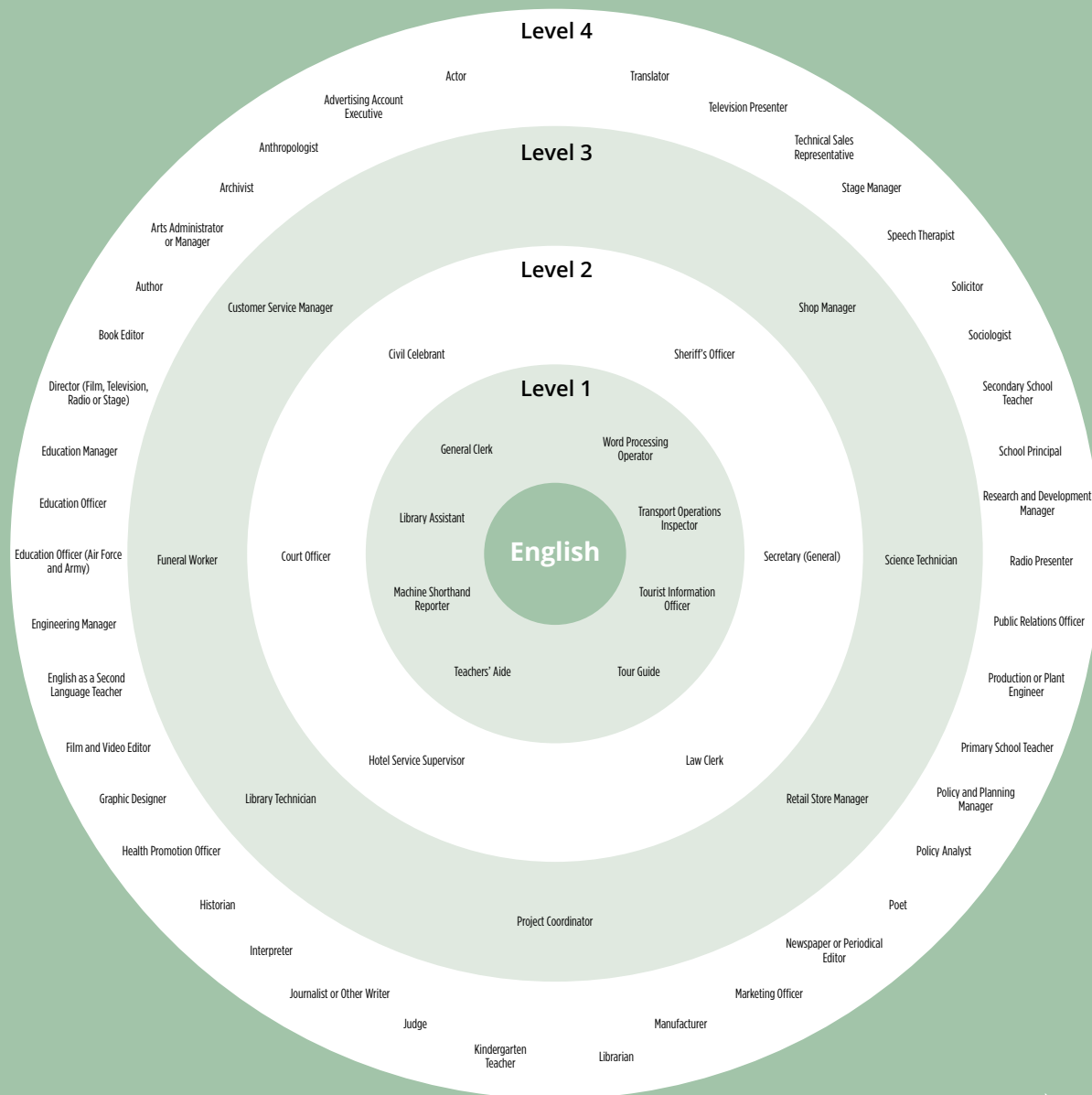
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **ENGLISH**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at English?



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

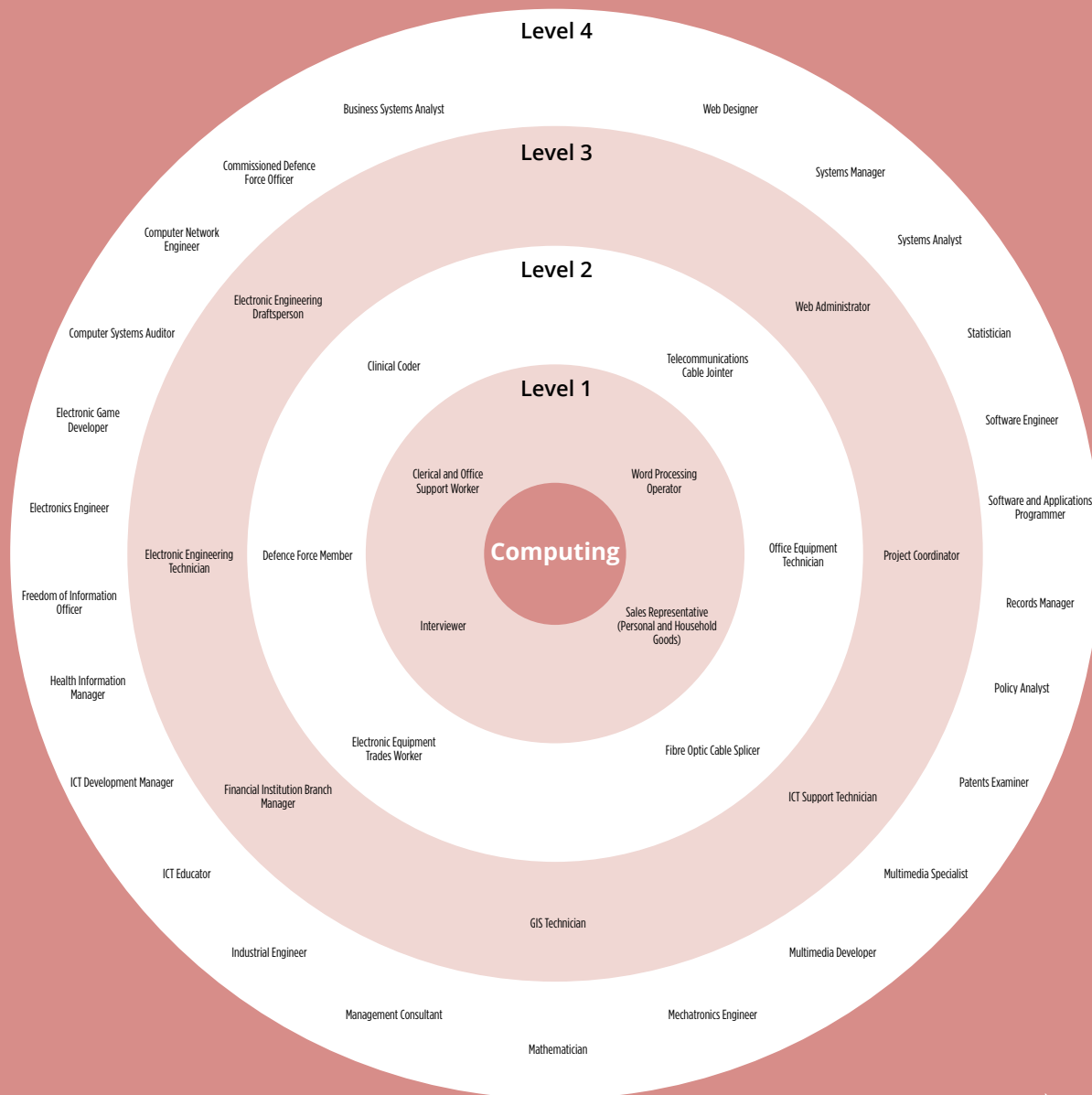
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **COMPUTING**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.myfuture.edu.au

Do you enjoy or are you good at Computing?





Jane Alia
Dental Assistant

Jane Alia was a teenager when she arrived in Australia as a refugee. With an interest in biology and wanting to know more about health care services she was keen to find out what she could do while she was at school. She received information from her high school careers advisor and then decided to undertake a Certificate III in Dental Assisting through an Australian School-based Apprenticeship. She is now a fully qualified dental assistant and although she has just completed her Year 12 certificate she already has a profession.

An achiever in all aspects of her life, Jane is also the Youth Representative for the Northern Territory Council for Human Rights Education, and the Vice-Chair of Multicultural Youth Northern Territory. She is a recipient of the Minister for Young Territorians' Excellence in Youth Leadership Award and received a Layne Beachley Aim for the Stars Foundation grant.

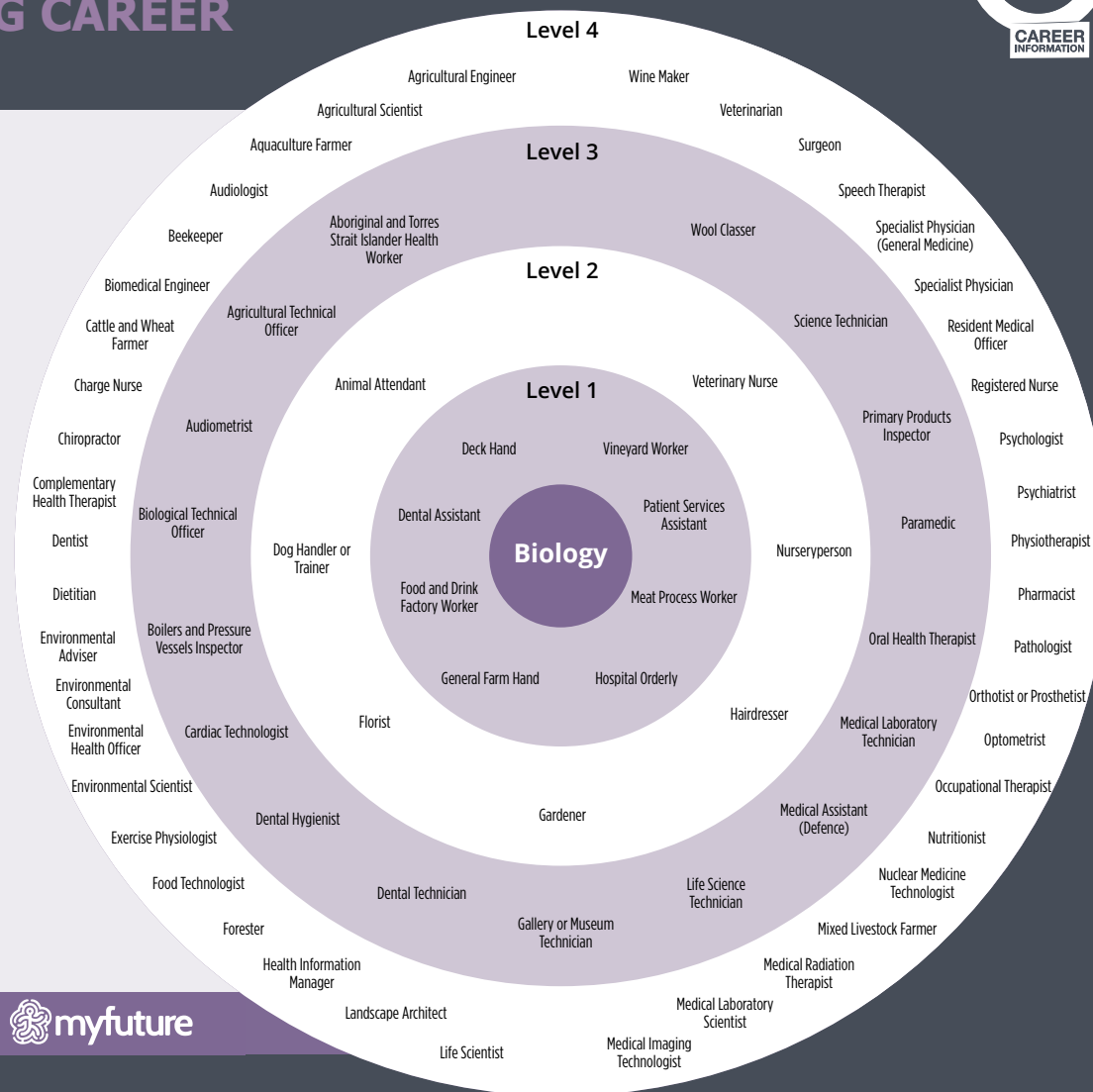
To read Jane's full case study visit:
 myfuture.edu.au/career-stories

For further information visit
 www.myfuture.edu.au

Other interesting articles:

- 🔗 myfuture.edu.au/career-articles - Apprenticeships
- 🔗 myfuture.edu.au/career-stories - Alistair suspects he has a farming gene or two in his DNA

STEM SCIENCE | TECHNOLOGY
ENGINEERING | MATHS



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

STUDYING CHEMISTRY COULD LEAD YOU TO AN EXCITING CAREER



Brendan Key
Enrolled Nurse

Brendan's 10 years employment in the Australian Defence Force led to his decision to study nursing. He spent 6 years in the Royal Australian Air Force as part of Operation Outreach, a program in which he conducted child health checks in Aboriginal communities.

He developed an interest in further study and looked into his options for career change and completed a Diploma of Nursing at Bendigo TAFE, and the importance of Chemistry to the program was evident. Having successfully completed the course he gained a graduate role in a well known hospital program and was a finalist for the Victorian Student of the Year as part of the Victorian Training Awards.

To read Brendan's full case study visit:

myfuture.edu.au/career-stories

For further information visit

www.myfuture.edu.au

Other interesting articles:

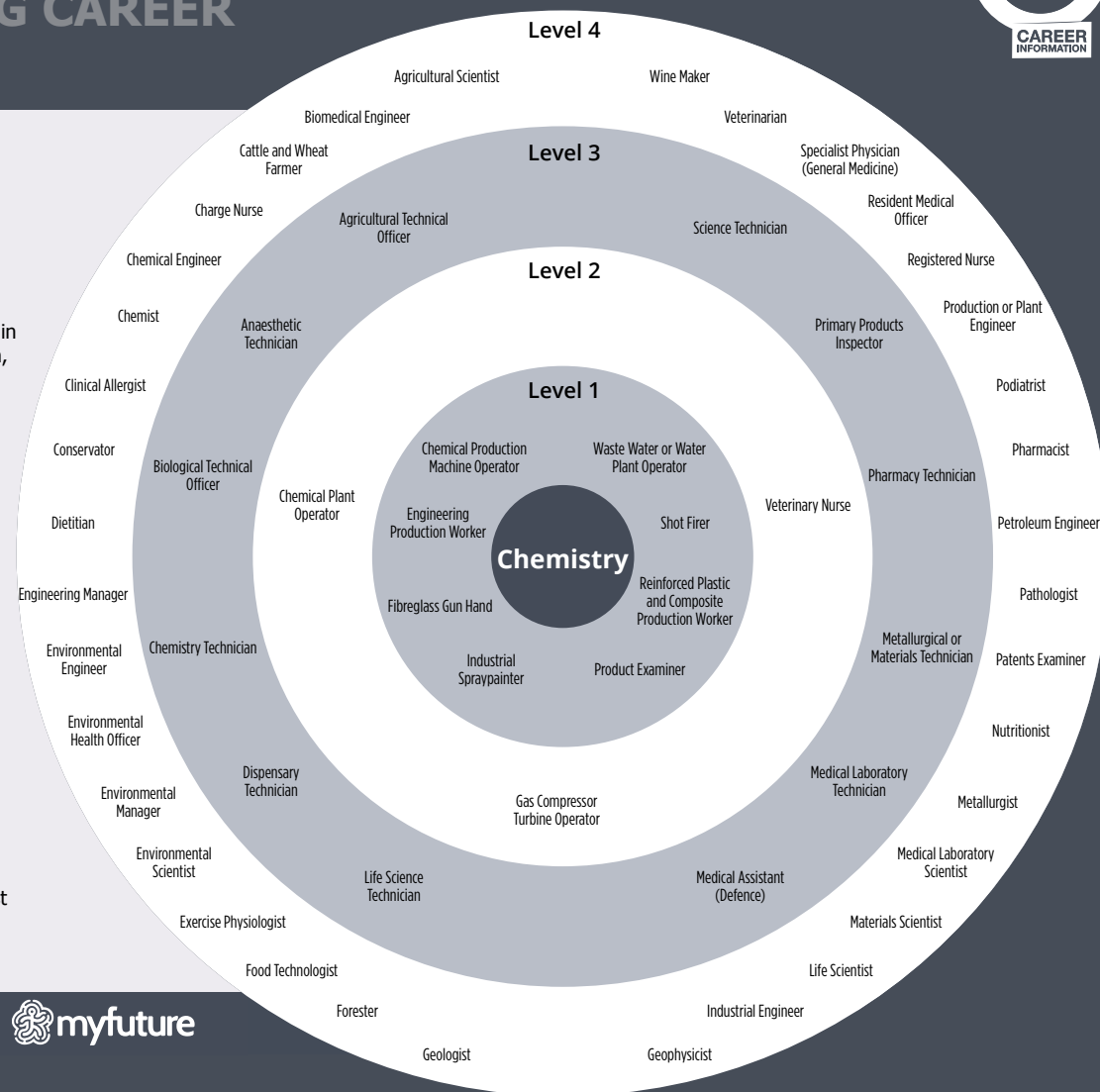
myfuture.edu.au/career-articles - Alternative pathways to higher education

myfuture.edu.au/career-stories - This soil scientist digs teaching

STEM SCIENCE | TECHNOLOGY
ENGINEERING | MATHS



myfuture



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

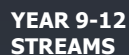
LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.





HOME



STUDYING MATHS COULD LEAD YOU TO AN EXCITING CAREER



Anh Kieu
Orthoptist

Anh was only four when her family left Vietnam to begin a new life in Australia. She completed her schooling in the South Western suburbs of Sydney and went straight into a Bachelor of Medical Science at the University of New South Wales (UNSW). Anh graduated and commenced full time research into kidney disease.

With a keen interest in maths and a connection to orthoptics after her grandfather's difficult cataract operation, Anh enrolled in the Masters of Orthoptics course at the University of Sydney. In stages of both pre-and post-operative care, she is now responsible for the detection, diagnosis and management of eye diseases.

To read Anh's full case study visit:

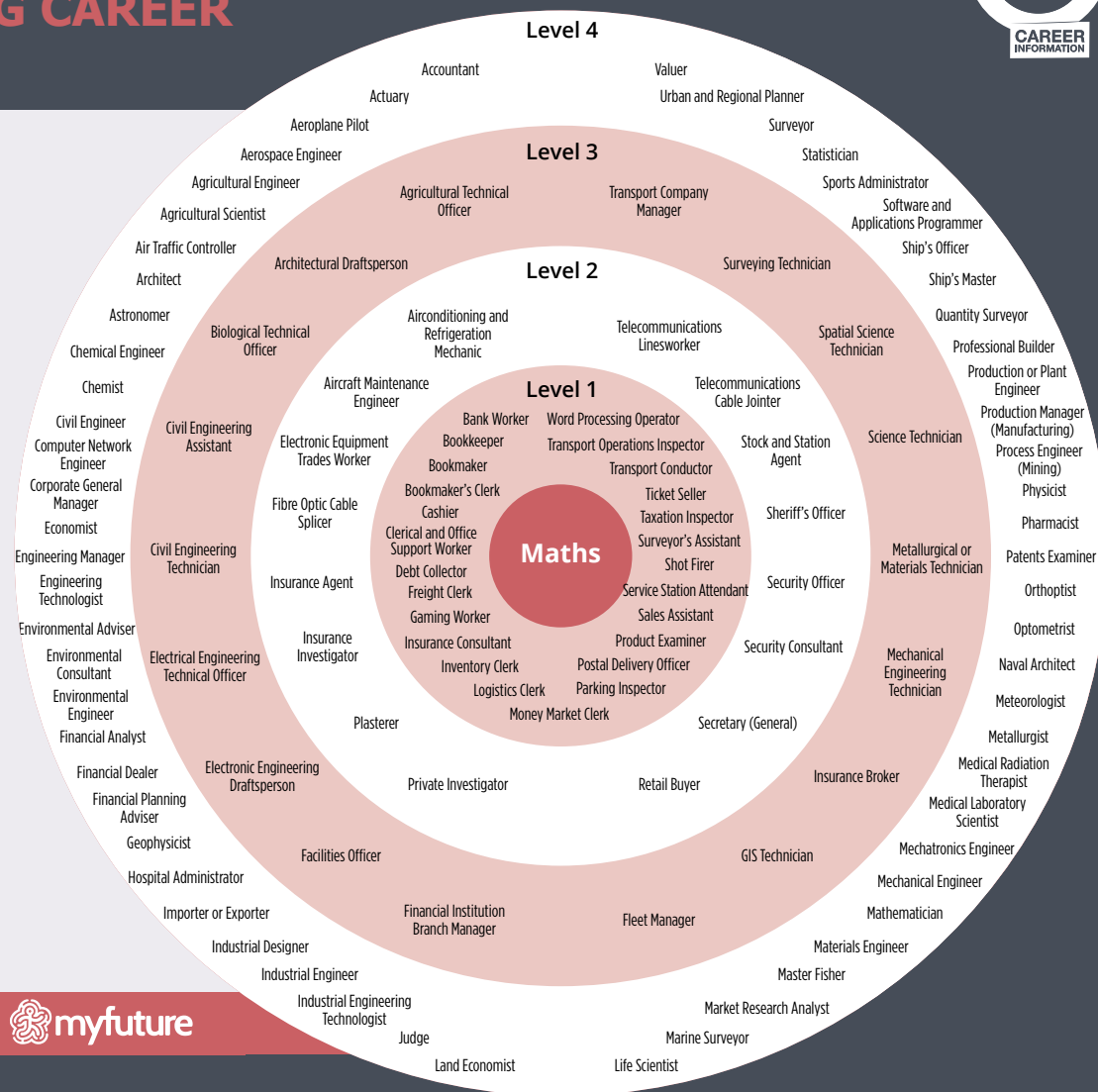
 myfuture.edu.au/career-stories

For further information visit

 www.myfuture.edu.au

Other interesting articles:

- 🚀 **myfuture.edu.au/career-articles** - Would you like to make a mathematical difference?
- 🚀 **myfuture.edu.au/career-stories** - Rachel Bacon flying high with an Australian Apprenticeship



USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE's or Registered Training Organisations. Some universities offer studies at this level.

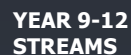
LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.



STEM SCIENCE | TECHNOLOGY
ENGINEERING | MATHS





HOME



STUDYING PHYSICS COULD LEAD YOU TO AN EXCITING CAREER



Marita Cheng
Mechatronic Engineer

When Marita finished school in Cairns having particularly enjoyed her Physics studies, she moved to Melbourne to begin a Bachelor of Engineering (Mechatronics) and a Bachelor of Computer Science at the University of Melbourne.

Whilst studying at the University of Melbourne, Marita noticed the low numbers of women enrolled in her course and in the engineering field in general. In 2008 she founded Robogals, a student-run organisation that brings the world of engineering and technology to girls. Marita was named the Young Australian of the Year, which let her share her story and passion for engineering with people all over Australia. Marita completed her studies and started a robotics company, making robotics arms for people with limited upper mobility.

To read Marita's full case study visit:

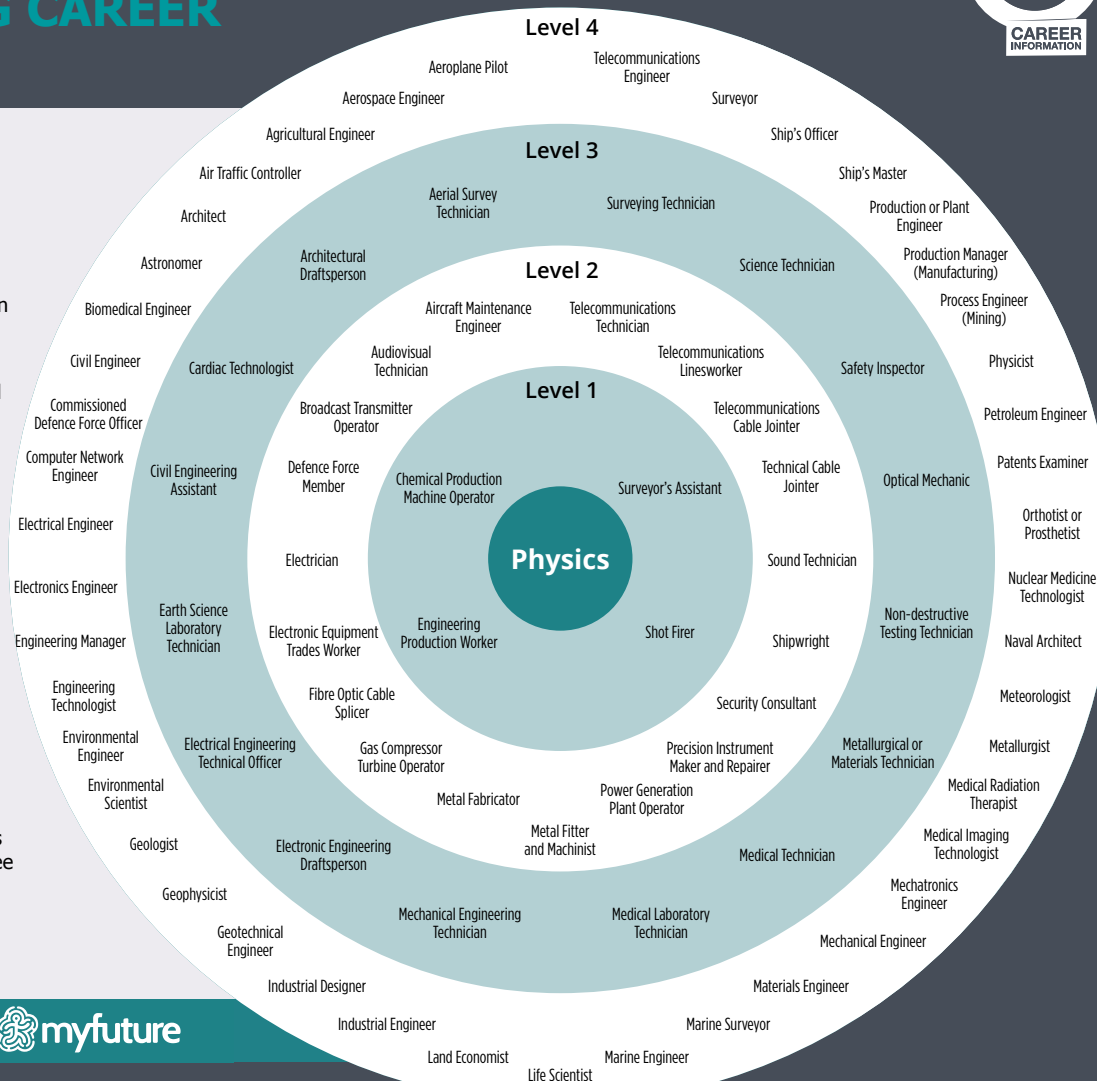
📍 myfuture.edu.au/career-stories

For further information visit

 www.myfuture.edu.au

Other interesting articles:

- 🔗 myfuture.edu.au/career-articles - Entrepreneurships
- 🔗 myfuture.edu.au/career-stories - Engineering degree leads to a dream job at the UN



STEM SCIENCE | TECHNOLOGY
ENGINEERING | MATHS



Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.



STUDYING ELECTROTECHNOLOGY COULD LEAD YOU TO AN EXCITING CAREER



Joshua Toomey
Electrical Linesperson

Joshua successfully completed a four-year apprenticeship and was awarded a Certificate III in Electricity Supply Industry – Distribution (Power Line) and is now enjoying a career as a fully qualified electrical linesworker. He began his pre-apprenticeship course with basic literacy and numeracy skills after leaving high school before completing year 12.

With an understanding of the barriers that face many Indigenous people during and after school, Joshua is now strongly involved in Ausgrid's Aboriginal and Torres Strait Islander Pre-Apprenticeship Program, where he actively mentors and supports new apprentices. Joshua was a winner of the Aboriginal and Torres Strait Islander Student of the Year Award at the Australian Training Awards.

To read Joshua's full case study visit:

🔗 myfuture.edu.au/career-stories

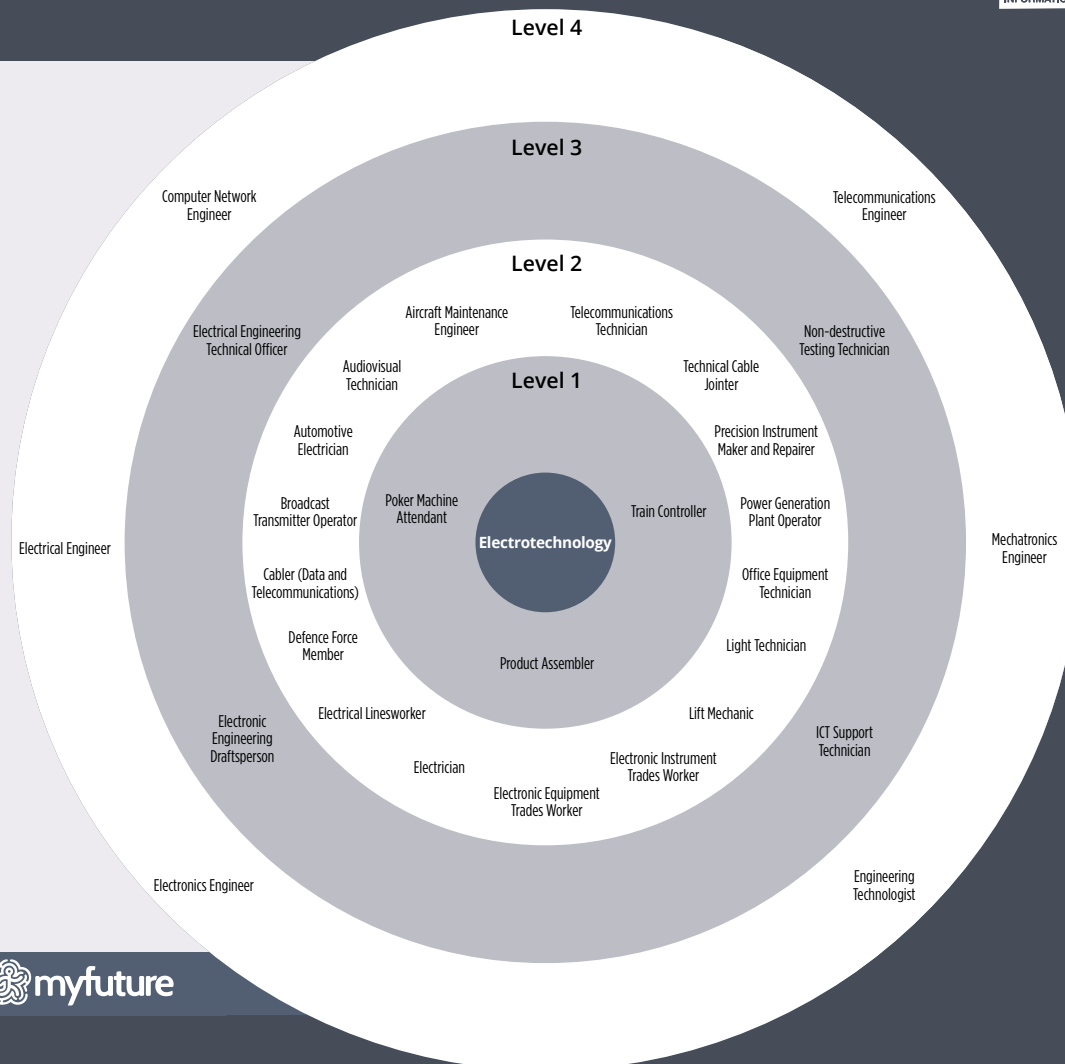
For further information visit

🔗 www.myfuture.edu.au

Other interesting articles:

🔗 myfuture.edu.au/career-articles - Australian Apprenticeships offer a world of opportunities

🔗 myfuture.edu.au/career-stories - Apprentice sets sights on a well-paid career



STEM SCIENCE | TECHNOLOGY
ENGINEERING | MATHS



myfuture

USUAL TRAINING REQUIREMENTS

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

