YEAR TWELVE LEARNING PATHWAYS

INTRODUCTION
Thomas Carr College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. Year 12 is the culmination of secondary school and more importantly, the final year as a student at Thomas Carr College. Most students at Year 12 will continue on from their unit 2 studies. The most desirable pathway into Unit 3 subjects is to have experienced the subjects in Units 1 and 2. From time to time, a minimal number of students select a Unit 3/4 sequence without having completed Units 1 and 2. Priority is given to students who are continuing their subject sequence from Year 11. Serious consideration must be undertaken before undertaking a Unit 3/4 subject for the first time and must be made in consultation with the subject teacher, Careers Advisor, Head of Learning and Teaching Senior School, Director of Learning and Teaching and Director of Operations.

This document provides information for students who are beginning Year 12, subject offerings and important contact information. Comprehensive curriculum pathways are available on our College website and through SIMON.

Each year, every effort is made to meet the subject selection preferences for the maximum number of students. Some of the options listed may not be offered due to insufficient student demand.

Students are encouraged to seek the advice of Ms Covacci and Mr Robertson (VET/VCAL) as well as subject teachers in order to make considered decisions about possible learning pathways. Each year it is problematic for students who have chosen subjects not suited to interest or ability. VCE units are offered in sequence and the best possible pathway to success is to firstly choose correctly and then to complete the units sequentially.

I wish you all the best for your selection process.

Mr Michael Goss
Director of Learning and Teaching
**VCE**
(Victorian Certificate of Education)
Usually 20-24 semester units

**VCAL**
(Victorian Certificate of Applied Learning)
Literacy and Numeracy Skills
Industry Specific Skills
Work Related Skills
Personal Development Skills

**VET**
VCE VET Program
School-based Apprenticeship and Traineeship
Other VET Certificates

**TRAINING**
(TAFE or school, industry, RTO, ACE)

**STRUCTURED WORKPLACE LEARNING**

**COMPLETION OF VCE**

**COMPLETION OF VCAL**

**EMPLOYMENT/APPRENTICESHIP/TRAINEESHIP**

**TAFE**
CERTIFICATE II/III/IV, DIPLOMA, ADVANCED DIPLOMA

**UNIVERSITY**
At Year 12 students complete five VCE subjects. Students must continue with their English learning pathways. Students can select to undertake a VCE Religious Education subject (Religion and Society or Texts and Traditions) instead of the Thomas Carr College Religious Education program. It is desirable that students have completed Units 1 and 2 of a VCE Religious Education subject in Year 11.

VCAL students will normally continue their VCAL subjects into Year 12.

Information for students about Religious Education, English and Mathematics Pathways can be found below.
At Year 12, students may continue their Religious Education study from Year 11. At the conclusion of Year 11, a student can elect to undertake a Units 3 & 4 sequence in Religion and Society but should seek advice from teachers before the selection is undertaken.
The following diagram shows the pathways of your mathematical choices from Years Nine through to VCE. It is very important that you talk to your Maths teacher in order to make choices with which you are comfortable and with which you can be challenged to be successful. If you wish to study Specialist Maths at Year 12, it is highly recommended that you choose General Mathematics (Advanced) Units 1/2 and Mathematical Methods (CAS) Units 1/2 at Year 11.

# General Mathematics (Advanced) Units 1/2 must be studied with Mathematical Methods (CAS) Units 1/2 before advancing to Specialist Mathematics Units 3/4

* Specialist Mathematics Units 3/4 must be studied in conjunction with Mathematical Methods Units 3/4.
ENGLISH LEARNING PATHWAYS

English learning pathways follow a particular structure that allows students to choose either English and/or English Literature. At the completion of English Literature Unit 2, a student can transfer to English Unit 3. It is very important that you talk to your English/English Literature teacher in order to make choices with which you are comfortable and with which you can be challenged to be successful.
**UNITS 3 & 4 SUBJECTS**

*Please note that not all subjects will be offered every year.*

Accounting  
ACU Step Up* (see next page)  
Agricultural & Horticultural Studies  
Art  
Biology  
Business Management  
Chemistry  
Chinese First Language  
Product Design & Technology - Food  
Product Design & Technology – Textiles  
Product Design & Technology – Wood  
Drama  
Economics  
Further Mathematics  
Geography  
Health and Human Development  
History  
Indonesian Second Language  
Language  
Information Technology Applications  

Japanese Second Language  
Legal Studies  
Literature  
Mathematical Methods  
Music Performance  
Physical Education  
Physics*  
Psychology  
Religion & Society  
Specialist Mathematics  
Studio Arts (Folio – continuing students)  
VETiS Business Administration (Continuing students only)  
VETiS Music Industry (Continuing students only)  
Visual Communication Design (Folio – continuing students)
Uni Step-Up

In 2015 Australian Catholic University will be offering a range of *Advance Standing Studies* to partner schools in Victoria.

The three studies are represented in the following table. You will notice that an Advanced Standing Study is a full first year university subject made up of two units, one offered in semester one and the other offered in semester two.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Study</th>
<th>VCE Abbreviated Study name</th>
<th>ACU admission code name for subject</th>
<th>Offered by Faculty of...</th>
<th>Leads to....</th>
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</thead>
<tbody>
<tr>
<td>EDFD127</td>
<td>1</td>
<td>ACU EDUCATION</td>
<td>EDFZ127</td>
<td>Education</td>
<td>Bachelor of Education (Early Childhood, Primary, Secondary)</td>
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<td></td>
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<tr>
<td>EDFD133</td>
<td>2</td>
<td></td>
<td>EDFZ133</td>
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<tr>
<td>HLSC111</td>
<td>1</td>
<td>ACU HEALTH SCIENCE</td>
<td>HLSZ111</td>
<td>Health Sciences</td>
<td>Bachelor of Nursing Bachelor of Midwifery Bachelor of Paramedicine Bachelor of Physiotherapy Bachelor of Occupational Therapy Bachelor of Speech Pathology</td>
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<td>HLSZ120</td>
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</tr>
<tr>
<td>EXSC199</td>
<td>1</td>
<td>ACU EXERCISE SCIENCE</td>
<td>EXSZ199</td>
<td>Health Sciences</td>
<td>Bachelor of Exercise &amp; Sports Science Bachelor of Exercise &amp; Health Science</td>
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</tr>
<tr>
<td>EXSC105</td>
<td>2</td>
<td></td>
<td>EXSZ105</td>
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</tbody>
</table>
Considerations regarding the mode of delivery are as follows:

- That a teacher from one of the partner schools delivers the course under the guidance and mentoring of an academic from ACU Melbourne campus.
- That the teacher who delivers the course has methods in appropriate subject areas that align with the offered subject.
- That the mentor from ACU be available throughout the time the course is delivered.
- That the course is assessed by ACU under the assessment methods laid out for that particular subject.
- That the students doing the course would be offered on-campus experiences through visits and practicals and these would be done at mutually agreeable times.
- An ACU Academic Skills advisor be available to the cohort throughout the duration of the course.

ACU is committed to exploring and developing programs and pathways for students from its partner schools in order for them to aspire to university and have flexible access to higher education.

The Uni Step-Up experience offers students:

- a vocational pathway earlier than expected
- an opportunity to keep their university aspirations open
- experience of university life, to dispel misconceptions and enable easier transition into university later
- a subject of their degree HECS free
You will be using the online subject selection tool to develop a course that suits your interests and skills. You will be asked to select your subjects based on the directions found in this document.

**IMPORTANT CONTACTS**

Your teachers and Careers/Pathways Advisor are your best resources for information. You should never choose a subject without knowing its demands in terms of content and assessment. In order to assist you in your decision-making, refer to the list of contacts below. Make appointments to discuss your options so that when you are ready to make your selections, you are already well-prepared.

<table>
<thead>
<tr>
<th>Contact Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers/Pathways</td>
<td>Ms Kristina Covacci</td>
<td><a href="mailto:kristina.covacci@thomascarr.vic.edu.au">kristina.covacci@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning: Student Support</td>
<td>Mrs Susan Colacino</td>
<td><a href="mailto:susan.colacino@thomascarr.vic.edu.au">susan.colacino@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning: Religious Education</td>
<td>Ms Susannah McGinnes</td>
<td><a href="mailto:Susannah.mcginnes@thomascarr.vic.edu.au">Susannah.mcginnes@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning: English/L.O.T.E./E.A.L.</td>
<td>Ms Tara Sherlock</td>
<td><a href="mailto:tara.sherlock@thomascarr.vic.edu.au">tara.sherlock@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning: Humanities</td>
<td>Mr Alex Guedes</td>
<td><a href="mailto:alex.guedes@thomascarr.vic.edu.au">alex.guedes@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning: Science/Maths/HaPE</td>
<td>Ms Eli Mocan</td>
<td><a href="mailto:elisaveta.mocan@thomascarr.vic.edu.au">elisaveta.mocan@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning: Arts/Technology</td>
<td>Mr Michael Dalley</td>
<td><a href="mailto:michael.dalley@thomascarr.vic.edu.au">michael.dalley@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning: eLearning</td>
<td>Mr Andrew Weir</td>
<td><a href="mailto:andrew.weir@thomascarr.vic.edu.au">andrew.weir@thomascarr.vic.edu.au</a></td>
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<tr>
<td>Head of Learning: VCAL/VET</td>
<td>Mr Peter McCarthy</td>
<td><a href="mailto:peter.mccarthy@thomascarr.vic.edu.au">peter.mccarthy@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning and Teaching Senior School</td>
<td>Ms Melissa Sabo</td>
<td><a href="mailto:melissa.sabo@thomascarr.vic.edu.au">melissa.sabo@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Learning and Teaching Middle School</td>
<td>Mr John Wilkinson</td>
<td><a href="mailto:john.wilkinson@thomascarr.vic.edu.au">john.wilkinson@thomascarr.vic.edu.au</a></td>
</tr>
<tr>
<td>Director of Learning and Teaching</td>
<td>Mr Michael Goss</td>
<td><a href="mailto:michael.goss@thomascarr.vic.edu.au">michael.goss@thomascarr.vic.edu.au</a></td>
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