



MONTEREY
SECONDARY COLLEGE



2025

Senior School

Subject Selection Guide

20 Silvertop Street
Frankston North VIC 3200
Tel: (03) 9781 7700
Web: <https://monterey.vic.edu.au/>
Email: monterey.sc@education.vic.gov.au

Excellence • Respect • Teamwork

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For further information on VCE, VCE VM, VPC and VET please go to the VCAA website at: www.vcaa.vic.edu.au



MONTEREY
SECONDARY COLLEGE

Assistant Principal Introduction

Senior secondary education in Victoria has changed. Students now have more options, including:

- The VCE, as we have known it
- The new VCE Vocational Major program
- More vocational education and training (VET) options
- Victorian Pathways Certificate.

Every student can choose a Year 11 and 12 pathway that supports their goals. The Monterey vision 'to provide an opportunity and a pathway through which every child can excel and leave successful, qualified and confident' is achieved by a whole school commitment to ensuring high support, quality advice and extensive pathway options for our students.



The Senior School Course Selection process which includes the 'Year 10 into 11 Student Information Assembly' and the '2025 Course Selection and Subject Information Evening' leads into the rigorous individualised course counselling appointments. This process leads students towards the most suitable Senior Program to ensure success in their chosen pathway whether it be university, TAFE, apprenticeships or employment.

We wish all our students the best as they undertake this important transition.

Irene Greenwood
Senior School Assistant Principal

Senior School Staff

The following College staff may be of assistance when planning your Senior School Course. We encourage you to contact any of our staff members, please call the College on 9781 7700.

Senior School Assistant Principal	Irene Greenwood
Senior School Leader	Susan Lonergan
Senior School Leader	Catherine Mears
Careers Practitioner	Amy Joseph
VASS Coordinator, Senior School Administrator & Careers Support	Kellie Ludwig

About our Subject Selection Guide

This guide contains general information and unit descriptions for the Victorian Certificate of Education (VCE), the VCE VM (Vocational Major), the Victorian Pathways Certificate (VPC,) and Vocational Education and Training (VET) options.

Students intending to undertake a Year 11 & 12 course at Monterey Secondary College and their parents are advised to use the information and advice contained in this guide to assist them in deciding on an appropriate Senior Studies program.

You are strongly encouraged to check the following websites for further information.

Victorian Curriculum and Assessment Authority (VCAA)

The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. Their website provides access to a wide range of information relating to VCE, VCE VM, VPC and VET units: www.vcaa.vic.edu.au

Rules and Regulations of VCE, VCE VM, VPC and VET: www.vcaa.vic.edu.au/schooladmin/handbook

Victorian Tertiary Admissions Centre (VTAC)

VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account. Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and set up an account in Courselink to keep track of courses that interest them. www.vtac.edu.au

The Course Selection Process

This guide has been developed to support the Senior School subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Students need to be responsible to conduct research in their future career pathway.

Senior Studies Information Sessions:

- **Year 10 into 11 Student Information Assembly:**
Tuesday 25th June 2024 during P2
- **2025 Course Selection and Subject Information Evening**
Thursday 25th July 2024
- **Year 10 into Year 11 Course Counselling: by appointment only**
Tuesday 6th August 2024, 1:30pm – 7:30pm
- **Year 11 into Year 12 Course Counselling: as required**
Tuesday 27th August 2024, 3:30pm – 7:30pm

These are vitally important dates. It is during this time that Year 10 students will select the course of study they plan to undertake in 2025. Students and parents will make an appointment with a Course Counsellor. This session is expected to take around 20 minutes and students should attend thoroughly prepared. Students will select the course of study they wish to pursue in 2025 at this meeting.

Session times will be between 1:30pm and 7:30pm. Normal classes will run periods 1-4. Year 10s will be dismissed at lunchtime.

Note: Any Y10s who have VET Health or VCE Biology P5 should attend that class unless you have a booked Course Counselling Session at that time in which case you will be exempt from class P5.

We anticipate that student and subject groupings for 2025 should be finalised by mid Term 4. Parents will be notified of course costs after this date.

Careers @ Monterey Secondary College

At Monterey Secondary College, we believe that career development from a young age is a very important contribution towards building a successful career pathway. Careers support is available for students throughout their time at Monterey Secondary College through:

- Development of personal career action plans in class
- Motivational guest speakers
- Work Experience / Structured Work placement
- Course Counselling
- Resume and cover letter support
- The Smith Family opportunities
- montereysccareers.com website offering a wide range of information
- Incursion and Excursions. Career related inclusions and excursions such as VCE & Careers Expo, SE Careers Expo & Try A Trade, and Melbourne Career Expo.
- Monterey Secondary College is affiliated with Monash, ACU and RMIT which allow us to have fantastic interactions with these institutions where students are able to grab a taste of what their further education could look like after graduation.

Useful Websites for Pathways Research

VCAA

VCAA is the body that administers and regulates the delivery of VCE, VCE-VM, VPC and VET programs. The information available includes:

- Study Designs
- Administration and Assessment Policies
- Example Exams
- Information about Scholarships, Competitions and celebrations of student achievement

www.vcaa.vic.edu.au

VTAC

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

www.vtac.edu.au

Career Tools

We aim to provide you with the latest information to help you decide about your future career and life beyond school.

You can use this site to locate Universities, TAFE and any other course across Australia, get information about the VCE, search for job vacancies and more.

<https://www.montereyscareers.com>

Job Outlook

Job Outlook makes it easy to find and understand career information.

www.joboutlook.gov.au

My Future-Career Information

My Future provides various information on career planning, training options and profiles on different occupations. A good starting point to talk about careers.

www.myfuture.edu.au

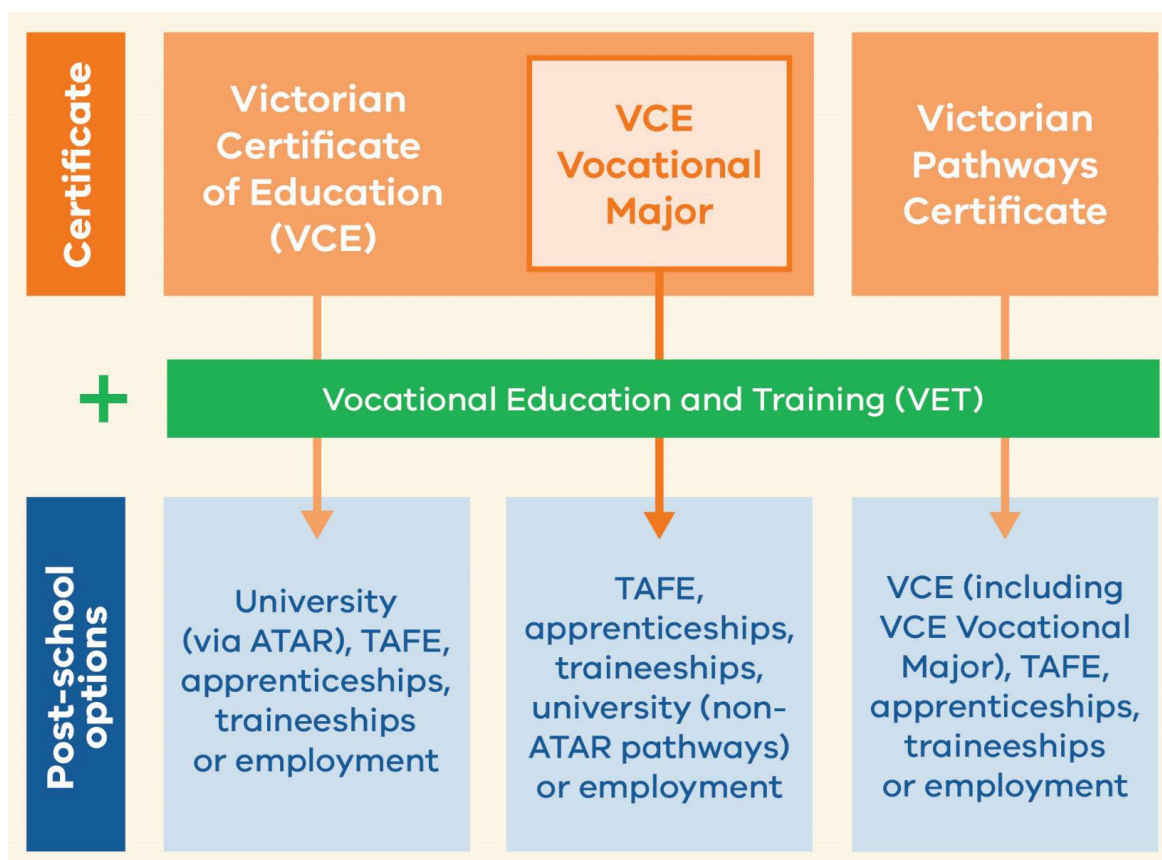
Career Targets

Start exploring career pathways by selecting a learning area you enjoy. Each learning area will direct you to a range of possible careers linked to this learning area and details the training and education requirements for each occupation.

<https://myfuture.edu.au/bullseyes>

Senior School Options

For students enrolling in Year 11 and 12 there are two certificates available: **VCE** and **VPC**. The **VCE Vocational Major – VCE VM** is a program within the VCE. See diagram below for further information.



Quick Comparison

Victorian Certificate of Education (VCE)		Victorian Pathways Certificate
VCE	VCE Vocational Major	By school recommendation only.
A great choice if you ...	A great choice if you...	A great choice if you...
• prefer to learn in the classroom	• prefer to learn in the real world and classroom	• prefer to learn in the real world and classroom
• need an ATAR for your goals	• don't need an ATAR for your goals	• don't need an ATAR for your goals
• want to develop confidence in academic learning	• want to develop confidence in the workplace	• want to develop confidence in practical skills
• want to pursue university immediately after Year 12, or pursue TAFE, an apprenticeship, a traineeship, or full-time work	• want to pursue TAFE, an apprenticeship, a traineeship, or full-time work immediately after Year 12, or pursue university after time in training or work	• want to complete the VCE, entry-level VET or start full-time work after Year 12
• are ready to do the VCE.	• are ready to do the VCE.	• need flexibility to complete Year 11 and 12.

Victorian Certificate of Education (VCE)

What is VCE?

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is an internationally recognised certificate which is normally studied over a two-year period; however, it can take longer for some students to complete the certificate. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE. You can study Units 1 and 2 of a study as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence, which needs to be completed in the same year if a study score is to be calculated. Students typically study between 20 and 24 units (five or six studies) between Years 10 to 12. **VCE is a scored senior pathways resulting in study scores that lead to an ATAR for direct university entry.**

Satisfactory Completion of the VCE

Students must satisfactorily complete at least 16 units to be awarded the VCE. Included in these 16 units must be:

- At least three English related units including Units 3 and 4
- At least 3 sequences of units 3 and 4 other than English

NOTE: Tertiary entrance students must satisfactorily complete Units 3 and 4 English

It may be possible, depending upon teacher recommendation, for a student in Yr. 11 to undertake a Unit 3 and 4 sequence. This should be discussed with the student's Course Counsellor.

Satisfactory Completion of a Unit

Satisfactory completion of a VCE unit depends on the successful completion of each of the Outcomes that make up that unit. Each VCE unit has at least 2 to 4 Outcomes. Successful completion of the Outcomes is based on the teacher's assessment of a student's performance on School Assessed Coursework (SACs).

Monterey Secondary College, in accordance with the VCAA (Victorian Curriculum and Assessment Authority) requirements, determines satisfactory completion of units. If students completed the work requirements and assessment set for each Outcome, then the student will gain credit for the unit and this will be reported on the mid or end-of semester report as an 'S' – Satisfactory Completion. A student who does not meet the requirements will not gain a credit for the unit and this will be reported as an 'N' – Not Satisfactory Completion.

Choosing a VCE Program

Choosing a career is often a challenging task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may simply not exist in five, ten or twenty years.

Typically, a student choosing a senior course for 2025 can expect it to be at least two years before joining the full-time workforce. For those who intend to go onto further study, TAFE or University, this could be extended by up to six more years.

Aside from all the usual advice of consulting TAFE and University course guides, job guides and career practitioners, it is important to **keep your options open**. By broadening your choices, you can enhance your future career possibilities. It is well known that you are more likely to succeed in subjects that suit your strengths, aptitudes, and interests.

Note: Keeping options open does not mean you should take subjects in which you have no interest or little ability! This will restrict rather than enhance your options.

Selecting your VCE Program

In selecting subjects, it is important for students to consider the following:

- Choose subjects you will most likely succeed in, these are usually subjects of **INTEREST**
- Choose subjects that you are most likely to enjoy, you will be **INTERESTED** in these
- Check the prerequisites for university or TAFE courses of **INTEREST** to you

When selecting **YOUR** individual program:

- **DO NOT** select a program based on what your friends are choosing, they have different strengths, aptitudes, and interests to you
- **DO NOT** select a program based on a teacher that you like, there are NO guarantees that they will be your teacher
- **DO NOT** choose a subject based on whether it will be scaled up, if you cannot do the subject, this will impact on your results in a negative way. Select subjects that do interest you and you can do

What is a Prerequisite?

A prerequisite is a VCE unit or sequence of units that you **must** successfully complete in order to be eligible to apply for a particular course. For example, an Engineering course might list that Mathematics Methods and Physics Units 3 and 4 are prerequisites. This means that if you have not successfully completed these units you will not be considered for entry into the course.

In some cases, the prerequisite may require not only the subject, but also the lowest acceptable Study Score. For example, a Medical course might require a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, your placement will not be considered if your Study Score is less than 30 in Chemistry.

Where a career pathway involves a university or TAFE course, you should check whether there are any VCE prerequisites before finalising your VCE course. If you discover you need to take subjects in which you have little or no interest, or with which you are likely to struggle, ask yourself if you are prepared and able to put in the work and effort necessary to achieve success in those subjects. If not, think again!

Why do courses have Prerequisites?

Prerequisites are set for many reasons, not simply to make it more difficult for students to gain entry to the course. Prerequisites are usually set because:

- The course will involve study in that particular area
- The course is designed on the assumption that students have already achieved a certain standard in the prerequisite study

Where to find information on VCE Prerequisites

Each year the Victorian Tertiary Admissions Centre (VTAC) publishes a list of prerequisite subjects for that year's group of Year 10 students. This year they will publish Tertiary Entrance Requirements as a supplement to The Age and Herald Sun in July. This is an invaluable resource, not only for choosing a VCE course, but also for checking which course you can apply for at the end of Year 12.

The information is also available from the VTAC website www.vtac.edu.au

VCE at Monterey Secondary College

VCE is a scored senior pathway resulting in study scores that lead to an ATAR for direct university entry. **It is a 5 day full time program.** VCE students choose English plus 4 other VCE or VCE VET subjects.

Subject on offer at Monterey in 2025 (subject to student demand):

- VCE English Units 1 - 4
- VCE General Math Units 1 - 4
- VCE Biology Units 1-4
- VCE Psychology Units 1-4
- VCE Legal Studies Units 1-4
- VCE Art Making and Exhibiting Units 1-4
- VCE VET Business Units 1-4
- VCE VET Sport & Recreation Units 1-4
- VCE VET Health Units 1-4
- VCE VET Cookery Units 1-4
- VCE VET Hospitality Units 1-4
- VCE VET Creative and Digital Media Units 1-4
- VCE VET Furnishing Units 1-4
- VCE VET Music Performance Units 1-4
- VCE VET Music – Sound Production Units 1-4

****All subjects offered including VET will run subject to minimum student enrolments***

A sample VCE timetable

	MON	TUE	WED	THU	FRI
HG	HG	HG	HG	HG	HG
1	VCE Gen Math	VCE English	VCE VET Health	VCE Gen Math	VCE VET Health
2	VCE Psychology	VCE Psychology	VCE VET Health	VCE English	VCE VET Health
3	VCE English	VCE Gen Math	VCE VET Business	VCE Psychology	VCE VET Business
4	VCE English	VCE Gen Math	VCE VET Business	VCE Psychology	VCE VET Business
5	VCE VET Health	VCE VET Business	VCE English	VCE Gen Math	VCE Psychology

VCE Vocational Major - VCE VM

What is VCE Vocational Major - VCE VM?

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. Four new subjects have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied Learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time. The VCE Vocational Major is a two-year program over Years 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies (Literacy, Numeracy, Personal Development Skills and Work Related Skills) are assessed at a school level through authentic assessment activities. Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

The VCE VM is an unscored Senior Program meaning there are no external examinations for the VCE VM studies, and therefore, students do not receive a study score and are not eligible to receive an ATAR.

How is the Vocational Major VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes that are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and undertake community-based activities and projects involving working in a team.

Satisfactory Completion of the VCE VM

Students must satisfactorily complete at least 16 units to be awarded the VCE VM. Included in these 16 units must be:

- At least three English/Literacy units including Unit 3 and 4
- At least 3 sequences of units 3 and 4 other than English
- At least 2 VCE VM Numeracy units
- At least 2 VCE VM PDS units
- At least 2 VCE VM WRS units
- Plus at least 180 hours of VET (minimum CERT II level)

Satisfactory Completion of a VCE VM Unit

Satisfactory completion of a VCE VM unit depends on the successful completion of each of the Outcomes that make up that unit. Each VCE unit has at least 2 to 4 Outcomes. Successful completion of the Outcomes is based on the teacher's assessment of a student's performance on School assessed learning activities and tasks.

Monterey Secondary College, in accordance with the VCAA (Victorian Curriculum and Assessment Authority) requirements, determines satisfactory completion of units. If students completed the work requirements and assessment set for each Outcome, then the student will gain credit for the unit and this will be reported on the mid or end-of semester report as an 'S' – Satisfactory Completion. A student who does not meet the requirements will not gain a credit for the unit and this will be reported as an 'N' – Not Satisfactory Completion.

VCE VM at Monterey Secondary College

VCE VM is a 5 day, non-scored Senior Pathway.

VCE VM students are automatically enrolled in the core VCE VM subjects as follows:

- VCE VM Literacy
- VCE VM Numeracy
- VCE VM Personal Development Skills (PDS)
- VCE VM Work Related Skills (WRS)

In addition to the above core subjects all VCE VM students will **complete either:**

- A.** 1 VET Certificate plus 1 SWL (Structured Workplace Learning) Day **OR**
- B.** 2 VET Certificates

The VET Certificates on offer at Monterey Secondary College in 2025 are as follows:

- Certificate II Hospitality
- Certificate II Cookery
- Certificate III Sport & Rec
- Certificate III Health Services Assistance
- Certificate II in Construction Pathways (Building and Construction)
- Certificate II in Furniture Making
- Certificate III in Early Childhood Education & Care
- Certificate III in Screen & Media
- Certificate II in Visual Arts
- Certificate III in Business
- Certificate II in Community Services
- Certificate III in Music Industry – Sound Production
- Certificate III in Music Industry – Music Performance
- Certificate III in ICT (Information Communication Technologies)

Students may also access a wide range of other VET Certificates via external providers such as Chisholm and other local Secondary Schools.

****All subjects offered including VET will run subject to minimum student enrolments***

Sample VCE VM timetables

	MON	TUE	WED	THU	FRI
HG	HG	HG	HG	HG	HG
1	PDS	Numeracy	Internal or External VET	Literacy	SWL
2	PDS	Numeracy		Literacy	
3	Literacy	PDS		WRS	
4	Literacy	PDS		WRS	
5	Numeracy	WRS		Numeracy	

	MON	TUE	WED	THU	FRI
HG	HG	HG	HG	HG	HG
1	PDS	Literacy	Internal VET	Numeracy	Internal VET
2	Numeracy	Numeracy		Literacy	
3	Literacy	PDS		WRS	
4	Literacy	PDS	SWL	WRS	SWL
5	Numeracy	WRS		PDS	

	MON	TUE	WED	THU	FRI
HG	HG	HG	HG	HG	HG
1	PDS	Numeracy	Internal or External VET 1	Literacy	Internal or External VET 2
2	PDS	Numeracy		Literacy	
3	Literacy	PDS		Numeracy	
4	WRS	Literacy		WRS	
5	Numeracy	WRS		PDS	

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 certificate designed to meet the needs of students who require a more individualised and flexible program for their last two years of secondary schooling. The certificate can be an end point in itself, with students recognised for and proud of what they have achieved. Alternatively, a student may use it as a jumping off point to one of the other learning programs, most usually when they feel confident in their learning ability. The VPC provides an enriched curriculum and excellent support for students to focus on developing the skills, knowledge, and qualities for success in personal, workplace, and civic life.

The VPC is termed an accredited 'foundation secondary qualification' under the Education and Training Reform Act 2006. The level of learning it delivers is aligned with Level 1 of the Australian Qualifications Framework (AQF). Studies in the VCE and the VCE VM are aligned to Levels 2, 3, and 4 of the AQF. The VPC is not a senior secondary qualification, however, students can use it as a pathway to the VCE, VCE VM, or VET certificates. VPC units, being at AQF Level 1 do not provide credit into the VCE or VCE VM. The VPC is designed to develop and extend pathways for young people, while providing flexibility in delivery and assessment to support the different needs of students choosing this certificate.

The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including:

- students with additional needs, a disability, a Disability Inclusion Profile, or an Individual Education Plan during their schooling from F–10
- students who have missed significant periods of learning or had a highly modified program during their schooling from F–10
- 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. The four main curriculum areas are Literacy, Numeracy, Work Related Skills, and Personal Development Skills with a further 3 subjects under development for 2026. 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 onto work or further study.

Acceptance into this course is a shared decision between the school, the student, and parents or carers

VPC at Monterey Secondary College

The VPC is a more flexible program for students not yet ready to complete a VCE or VCE VM Certificate and it runs over 3-5 days, period 1 to period 4.

Students who are enrolled in the VPC will complete 12 units of credit over a period of 1-2 years.

Credits can come from:

Core VPC Units such as

- VPC Literacy Units 1-4
- VPC Numeracy Units 1-4
- VPC PDS Units 1-4
- VPC WRS Unit 1-4

Selected VET units

SWL (Structured Workplace Learning)

Sample VPC timetable

	MON	TUE	WED	THU	FRI
HG	HG	HG	HG	HG	HG
1	VPC PDS	VPC WRS	Potential VET or SWL	VPC PDS	Potential VET or SWL
2	VPC PDS	VPC WRS		VPC WRS	
3	VPC Literacy	VPC Literacy		VPC Literacy	
4	VPC Numeracy	VPC Numeracy		VPC Numeracy	
5					

School Based Apprenticeships & Traineeships (SBAT'S)

What is a School Based Apprenticeship and Training?

School Based Apprenticeships or Traineeships (SBAT) are another way vocational training can contribute towards your VCE-VM Certificate. A student completing an SBAT as part of their VCE-VM program would have the following Program:

- VCE-VM studies at school
- VET at a Registered Training Organisation (RTO), such as a TAFE institute
- Part-time paid work in the industry in which you are doing the training.

A school-based apprenticeship or traineeship qualification contributes to satisfactory completion of the VCE-VM in the same way that VCE VET programs do by giving credit for Units 1 to 4. School-based apprenticeships or traineeships may contribute to an ATAR.

To become an apprentice or trainee you must be in paid work and sign a training contract which must be registered with the Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA). A school-based apprenticeship or traineeship requires a minimum of 13 hours per week, consisting of both training and employment.

Currently there are many industries such as building and construction, early childhood education, and sport and recreation in which a student can do a school-based or part-time apprenticeship or traineeship as part of your VCE-VM. These are subject to change depending on work placement availability. Some examples may include:

Reece:

- Certificate II in Warehousing

National Food Institute: *(only available for students with additional needs)*

- Certificate II in Horticulture
- Certificate II in Food Processing
- Certificate III in Food Processing
- Certificate III in Catering Operations
- Certificate II in Warehousing Operations
- Certificate III in Warehousing Operations

Headstart Apprenticeships & Traineeships:

There are over 150 courses available as SBAT (through Headstart) ranging from Certificate II to Certificate IV connected to current and emerging job roles across a wide range of industries including:

- Agriculture/Horticulture
- Arts
- Automotive
- Business
- Construction
- Emerging Technologies
- Engineering
- Fashion
- Health
- Hospitality
- Sport and Recreation
- Transport and Logistics
- Travel and Tourism

An SBAT is targeted to students who are committed to vocational education and have a good idea of the career that they want to pursue. **Students undertaking an SBAT will only be allowed to be absent from school one day per week (same as VCE-VM/VET). It is the student's responsibility to keep up with any class work missed. For these reasons, an SBAT is not recommended for a student undertaking a VCE program.**

HEADSTART

What is HeadStart?

HeadStart is a new model for apprenticeships and traineeships for school students who are over 15 years old and enrolled at school. HeadStart students spend more time doing paid on-the-job training in priority industries whilst completing VCE-VM at school. A HeadStart Apprenticeship or Traineeship has three core components:

1. Flexible delivery of VCE-VM and VCE, to help maximise time on the job, with a strong focus on literacy and numeracy
2. Quality training delivered in a way that is aligned with time on the job to support achievement of competencies
3. Maximised time in employment, with time on the job increasing each Year to support genuine progression through the apprenticeship or traineeship. Depending on the requirement of the employer, it is expected that at a minimum an average student will undertake:
 - One day per week paid employment in Year 10
 - Two days per week paid employment in Year 11
 - Three days per week paid employment in Year 12 (which may be undertaken over two years)

HeadStart staff based in schools work with the apprentice or trainee, employer, school, and TAFE institute or RTO to develop a tailored HeadStart pathway plan. This plan outlines how the apprentice or trainee will complete their VCE-VM and their apprenticeship or traineeship.

What are the Benefits of HeadStart?

- Students have the opportunity to spend a significant amount of time in on-the-job training whilst still completing their senior secondary qualification
- Employers are enabled to train and mentor young apprentices and trainees who are ready for work and who will also have higher levels of literacy, numeracy, and employability skills
- The increasing number of qualified apprentices and trainees in growing trades and industries
- Students will undertake high quality apprenticeships and traineeships with genuine employers and continuous and dedicated support for all parties to help students progress to completion.

Eligibility

HeadStart's success depends on the careful selection and matching of students, qualifications, training providers, and employers, as well as the collective goodwill and commitment of all parties to the best possible outcomes for students and employers. A HeadStart program is specifically for students who are highly focussed in the industry career and have good skills in literacy and numeracy.

For more information about HeadStart please speak with Kellie Ludwig in the Senior Centre who can make a referral to a HeadStart Coordinator, or visit: www.education.vic.gov.au/headstart

Structured Workplace Learning (SWL)**What is Structured Workplace Learning (SWL)?**

Structured Workplace Learning is a mandatory one-day-per-week work placement that allows students to develop knowledge, work-related skills and attitudes in a supervised workplace setting. Placement is preferably undertaken in the same industry as your VET course to enhance the opportunity to develop and demonstrate specific skills and competencies related to your course. Structured Workplace Learning also allows students to build networks with employers, improve student's understanding of employer expectations, trial different career choices whilst at school, and develop independence and self-confidence.

Please don't hesitate to contact Kellie Ludwig at kellie.ludwig@education.vic.gov.au for further information regarding Structured Workplace Learning.

VCE Vocational Education and Training in Schools (VET)

What is Vocational Education and Training Delivered in Secondary Schools?

Vocational Education and Training (VET) Programs assist students in transitioning to further education, training, and employment. Vocational Education and Training delivered in Secondary Schools (VDSS) programs refer to TAFE-level courses that allow students to complete a nationally recognised vocational qualification whilst attending secondary school.

VET programs are designed so that students can develop general work-related competencies and the skills and knowledge they will require through:

- Enabling students to gain their VCE or VCE-VM **and** a VET qualification
- Gaining qualifications in a recognised TAFE Certificate course at a Certificate II or III level
- Promoting awareness of the world of work through work placement
- Developing skills in communication, teamwork, using technology, problem-solving, using mathematical ideas, and concepts, planning, and organising activities, gathering, and analysing information and occupational health and safety
- Developing the skills and knowledge required to work in an industry.
- Giving students a competitive edge in looking for both casual and full-time employment
- Providing a qualification can lead to further study, including further TAFE studies and university.

What are VCE VET Programs?

VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers. They lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE, VCE VM or VPC. Some VCE VET programs offer scored assessments. Most provide structured workplace learning and recognition. This is clearly stated on each program page.

Things to Consider When Selecting a VET Certificate

VET programs involve a significant commitment by students and should not be considered an 'easy' option. A VET course completes a full study workload alongside the other VCE or VCE-VM studies. There is a major theoretical element to all VET and TAFE programs. It is not all hands-on practical work, even in certificates like Automotive Technology, Beauty, Building and Construction, or Hospitality. Students are often required to work through self-paced modules.

Students can study VET courses at Monterey Secondary College or travel to a TAFE institute or another secondary college one day per week to attend classes. In some circumstances, students may miss classes at school. **Students are responsible for catching up on any missed work in their own time.** *If you have any VET questions, please see our VET Specialist Mrs Susan Lonergan, in the Senior Centre.*

****Students may be required to undertake a mandatory Structured Work Placement (SWL) to satisfy the requirements of a VET course.***

Payment

VET programs may involve extra costs. Interested students must complete a VET application form which will be available at Course Counselling appointments.

Student Commitment

Many advantages exist for students who choose to do a VET program. Monterey Secondary College is committed to doing all it can to ensure that students gain entry to and succeed in the VET programs of their choice.

Students need to be committed to their VET program. Students will be expected to:

- Meet application deadlines, prepare for and attend interviews on time
- Attend classes on time and regularly
- Notify the school, RTO or TAFE of an impending absence
- Always act in a responsible manner at school, RTO, TAFE or the workplace
- Abide by the rules of the RTO or TAFE
- Always be prepared for classes and have the necessary equipment required
- Organise and complete work placement when required
- Promptly notify Monterey Secondary College's Senior School Leader, Mrs Lonergan, whenever problems or queries arise
- Work in a safe manner

Selecting a Course for 2025

Before selecting your program of study for Year 11 and Year 12 please ensure you have spent time reading this Subject Selection Guide, ensure you have looked at the Comparison table below and that you have done your research into the most appropriate program to meet your future goals, current skills, interests, and abilities.

Senior School Subject Details

Pages 25 onwards have detailed information, including study outlines for Units 1 & 2 and Units 3 & 4 to help you decide which subjects will appeal most to you.

Victorian Certificate of Education (VCE)		Victorian Pathways Certificate
VCE	VCE Vocational Major	By school recommendation only.
A great choice if you ...	A great choice if you...	A great choice if you...
• prefer to learn in the classroom	• prefer to learn in the real world and classroom	• prefer to learn in the real world and classroom
• need an ATAR for your goals	• don't need an ATAR for your goals	• don't need an ATAR for your goals
• want to develop confidence in academic learning	• want to develop confidence in the workplace	• want to develop confidence in practical skills
• want to pursue university immediately after Year 12, or pursue TAFE, an apprenticeship, a traineeship, or full-time work	• want to pursue TAFE, an apprenticeship, a traineeship, or full-time work immediately after Year 12, or pursue university after time in training or work	• want to complete the VCE, entry-level VET or start full-time work after Year 12
• are ready to do the VCE.	• are ready to do the VCE.	• need flexibility to complete Year 11 and 12.

The subjects listed on the 'Year 11 2025 VCE and VCE VM Course Selection & Consent Form' below is the anticipated set up of subjects in the Senior School at Monterey Secondary College next year – **please be aware that this list may vary from the final 2025 subjects being offered.**

Student choice will be the determining factor on how much the 2025 list changes from the current structure. This selection model allows you to develop a program for yourself, but please ensure that you consider all the requirements of VCE, VCE VM, VET and VPC and that you keep a range of options open for post-Y12 careers.

From the research each student has undertaken, there should by now be a list of preferred subjects. If this is not so, then please complete that research, and return to this page of the selection process.

VET Courses

Information regarding **external** VET courses and locations are available from the Careers team on the course selection and subject information evening.

NEXT STEPS

- Complete the '2025 Year 11 Senior Course Selection & Consent Form' (see next page)
 - Printed copies of this form will be available at the Information Night on July 25th and from the Senior Sub School office
- Book a Course Counselling appointment for Tuesday August 6th via Compass
 - Bookings will be open during week 2 of Term 3 (Week of July 22nd)
- Bring the completed form along to your appointment. Don't worry if you are still unsure, we can talk about the options and make decisions at the appointment with the help of your course counsellor

2025 Year 11 Senior Course Selection & Consent Form

Student Name:	Current Home Group:
---------------	---------------------

Future Career or Pathway:

Please select any VCE or VET subjects you are currently studying in Year 10 and whether you would like to continue with this study in Year 11 2025.

Tick for Yes, leave blank for No.	Studying in 2024	Continue in 2025	Tick for Yes, leave blank for No.	Studying in 2024	Continue in 2025
VCE Biology	<input type="checkbox"/>	<input type="checkbox"/>	VET Hospitality	<input type="checkbox"/>	<input type="checkbox"/>
VCE Psychology	<input type="checkbox"/>	<input type="checkbox"/>	VET Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
VCE Art	<input type="checkbox"/>	<input type="checkbox"/>	VET Health	<input type="checkbox"/>	<input type="checkbox"/>
VET Building & Construction	<input type="checkbox"/>	<input type="checkbox"/>	VET Creative & Digital Media	<input type="checkbox"/>	<input type="checkbox"/>
VET Sport & Rec	<input type="checkbox"/>	<input type="checkbox"/>	VET Music Performace	<input type="checkbox"/>	<input type="checkbox"/>
VET Furniture Making	<input type="checkbox"/>	<input type="checkbox"/>	VET Sound Production	<input type="checkbox"/>	<input type="checkbox"/>
VET Cookery	<input type="checkbox"/>	<input type="checkbox"/>	VET Other (list below)	<input type="checkbox"/>	<input type="checkbox"/>

Please select the Senior Pathway you would like you complete in Year 11 2025. Tick one only.

VCE (Complete Section 1) VCE VM (Complete Section 2) VPC (Complete Section 3)

Section 1: Complete this section only if you selected VCE

- All students completing VCE are chosing a scored pathway and must choose from the scored VCE and VCE VET options listed below.
- You will automatically be enrolled in **VCE English. VCE General Math is highly recommended.**
- You must complete **4** other VCE/VCE VET studies
- Please rank the subjects below in **preference order** from 1-14 with 1 being your most preferred subject and 14 being your least preferred subject

VCE General Math		VCE VET Furnishing	
VCE Psychology		VCE VET Cookery	
VCE Biology		VCE VET Hospitality	
VCE Legal Studies		VCE VET Creative & Digital Media	
VCE Art Making and Exhibiting		VCE VET Health	
VCE VET Business		VCE VET Music - Performance	
VCE VET Sport & Rec		VCE VET Music – Sound Production	

Section 2: Complete this section only if you selected VCE VM

Students completing VCE VM will automatically be enrolled in the following subjects:

VCE VM Literacy, VCE VM Numeracy, VCE VM Personal Development Skills, VCE VM Work Related Skills.

Students will choose to do 1 VET Certificate and 1 SWL (Structured Workplace Learning) **OR** 2 VET Certificates.

Please make your selection below by ticking the appropriate box.

VCE VM with 1 VET and 1 SWL	<input type="checkbox"/>	VCE VM with 2 VET	<input type="checkbox"/>
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Please select your chosen VET Certificate(s) below. Please rank your top 5 VETs from 1 to 5 with 1 being your most preferred option.

Certificate II Hospitality		Certificate II in Visual Arts	
Certificate II Cookery		Certificate III in Business	
Certificate III Sport & Rec		Certificate II in Community Services	
Certificate III Health Services Assistance		Certificate III in ICT (Information Communication Technologies)	
Certificate II in Construction Pathways (Building and Construction)		Certificate III in Music Industry – Sound Production	
Certificate II in Furniture Making		Certificate III in Music Industry – Music Performance	
Certificate III in Early Childhood Education & Care		*External VET	
Certificate III in Screen & Media (CDM)			

External VET Name:

External VET Preferred Location:

Section 3: Complete this section only if you selected VPC

All students completing VPC will automatically be enrolled in the following subjects:

VPC Literacy, VPC Numeracy, VPC Personal Development Skills, VPC Work Related Skills.

Depending on individual needs and circumstances students may also be able to access certain VET programs and may also access SWL (Structured Workplace Learning). Decisions regarding the VPC enrolment will be discussed with families at the Course Counselling Sessions on Tuesday August 6th. The information below will be completed during Course Counselling.

VET Program	Yes/No	SWL Program	Yes/No
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VET Certificate:

Parent/Guardian Consent:

- I have discussed my son/daughter’s choices with them and with their course counsellor and I agree with their choices.
- I have been made aware of my responsibility regarding subject costs and agree to pay these as necessary.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

2025 Year 12 Senior Course Selection & Consent Form

Discussions with your current subject teachers may be helpful when choosing your subjects for next year. Your current results, in all relevant areas of the curriculum, will be given to your Course Counsellor to help to advise you on which areas of study you should take up in 2025.

NOTE: This form should be completed during your Course Counselling Appointment if you are making changes to your program. Otherwise it can be completed with Mrs Lonergan or Mrs Greenwood prior to Course Counselling if you are mostly continuing in your current program.

Student Name:	Current Home Group:
Career or Pathway:	
Current Year 11 Program 2024 Please circle VCE / VCE VM / VPC	Proposed Year 12 2025 Program Please circle VCE / VCE VM / VPC
Subject 1	Subject 1
Subject 2	Subject 2
Subject 3	Subject 3
Subject 4	Subject 4
Subject 5	Subject 5
Subject 6	Subject 6
Notes:	Notes:

***Please note that your Parent/Guardian will be required to sign this form below at your Course Counselling Appointment**

Parent/Guardian Consent:

- I have discussed my son/daughter’s choices with them and with their course counsellor and I agree with their choices.
- I have been made aware of my responsibility regarding subject costs and agree to pay these as necessary.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: / /2025

SENIOR SCHOOL SUBJECT DETAILS



VCE Vocational Major VM Studies

VCE VM Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts are drawn from a wide range of contexts and are focused on participating in the workplace and community. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.



Students must complete 3 sequential units including unit 3 and 4 of Literacy to be awarded the VCE Vocational Major Certificate.

Unit 1

This unit focuses 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 examine the structures and features of different text types, and examine how they are influenced by purpose, context, audience and culture. They 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 develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media. 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.

Area of Study 1: Literacy for personal use

Area of Study 2: Understanding and creating digital texts

Assessment:

Students will be assessed in a various ways including:

- Written tasks
- Structured questions
- Oral presentations
- Digital presentations
- Integrated projects

Unit 2

In this unit, 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 practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. 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. Students learn to accurately reference and acknowledge the evidence they select.

Area of Study 1: Understanding issues and voices

Area of Study 2: Responding to opinions

Assessment:

Students will be assessed in a various ways including:

- Written tasks
- Structured questions
- Oral presentations
- Digital presentations
- Integrated projects

Unit 3

In this unit, students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts 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 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. Students 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.

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

Area of Study 2: Creating and responding to organisational, informational or procedural texts

Assessment:

Students will be assessed in a various ways including:

- Written tasks
- Structured questions
- Oral presentations
- Digital presentations
- Integrated projects

Unit 4

In this unit, 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. They will compare and contrast the ways in which same message can be presented through different platforms and 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.

Area of Study 1: Understanding and engaging with literacy for advocacy

This unit has two outcomes with the second outcome providing students with two options; Option 1: Literacy for civic participation; Option 2: Literacy for everyday personal contexts.

Area of Study 2: Speaking to Advise or Advocate

Students will be assessed in a various ways including:

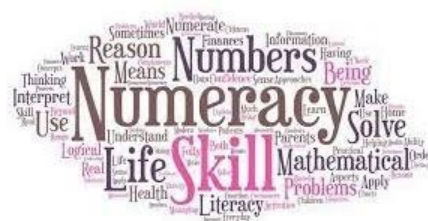
- Written tasks
- Structured questions
- Oral presentations
- Digital presentations
- Integrated projects

VCE VM Numeracy

VCE Vocational Major Numeracy allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking.

This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

Students develop their problem-solving skills using the problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.



For Units 1 - 4, students are required to demonstrate achievement of three outcomes. As a set these outcomes are required to encompass all eight areas of study across Units 1 and 2, and Units 3 and 4.

Outcome 1 is framed around working mathematically across six different numeracy contexts:

- Personal numeracy
- Civic numeracy
- Financial numeracy
- Health numeracy
- Vocational numeracy
- Recreational numeracy

Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.

Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students will be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Unit 1

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.

Areas of study:

There are four areas of study for Unit 1:

Area of Study 1: Number

Area of Study 2: Shape

Area of Study 3: Quantity and measures

Area of Study 4: Relationships

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.

Unit 2

In Unit 2, 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.

Areas of study: There are four areas of study for Unit 2:

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.

Unit 3

In Unit 3, 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 and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of study

There are four areas of study in Unit 3:

Area of Study 1: Number

Area of Study 2: Shape

Area of Study 3: Quantity and measures

Area of Study 4: Relationships

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.

Unit 4

In Unit 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 and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of study:

There are four areas of study for Unit 4:

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.

Assessment in Units 1 to 4 VCE VM Numeracy

Students will be assessed in various ways including:

- Investigations
- Integrated projects
- Multimedia presentations
- Portfolio
- Quizzes
- Structured questions

VCE VM Personal Development Skills (PDS)

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Students explore concepts of effective leadership, self-management, project planning and teamwork to support them to engage in their work, community, and personal environments. In PDS, students will engage in large community-based projects where they will demonstrate their teamwork, organisation and leadership skills.



Unit 1: Healthy Individuals

Unit 1 PDS focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Area of Study 1: Personal identity and emotional intelligence

Area of Study 2: Community health and wellbeing

Area of Study 3: Promoting a healthy life

Assessment:

Students will be assessed in a various ways including:

- reflective journals
- case studies
- performances
- debates
- oral presentations
- structured questions
- digital presentations and reports
- Research tasks
- Project plans and proposals

Unit 2: Connecting with Community

Unit 2 PDS focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Area of Study 1: What is community?

Area of Study 2: Community cohesion

Area of Study 3: Engaging and supporting community

Assessment:

Students will be assessed in a various ways including:

- reflective journals
- case studies
- performances
- debates
- oral presentations
- structured questions
- digital presentations and reports
- Research tasks
- Project plans and proposal

Unit 3: Leadership and Teamwork

Unit 3 PDS 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. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Area of Study 1: Social awareness and interpersonal skills

Area of Study 2: Effective leadership

Area of Study 3: Effective teamwork

Assessment:

Students will be assessed in a various ways including:

- reflective journals
- case studies
- performances
- debates
- oral presentations
- structured questions
- digital presentations and reports
- Research tasks
- Project plans and proposals

Unit 4: Community Project

Unit 4 PDS 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 and 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 consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Area of Study 1: Planning a community project

Area of Study 2: Implementing a community project

Area of Study 3: Evaluating a community project

Assessment:

Students will be assessed in a various ways including:

- reflective journals
- case studies
- performances
- debates
- oral presentations
- structured questions
- digital presentations and reports
- Research tasks
- Project plans and proposals

VCE VM Work Related Skills (WRS)

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).



Unit 1: Careers and learning for the future

Unit 1 WRS recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities, and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future Careers.

Area of Study 2: Presentation of career and education goals.

Assessments:

Students will be assessed in a various ways including:

- Career and education research tasks
- Case studies
- Career Action Plans
- Digital presentations
- Career reports
- Reflection and evaluation tasks
- Structured questions
- Creating SMART goals

Unit 2: Workplace skills and capabilities

In Unit 2 WRS students will consider the changing nature of work and the impact this has on future career pathways. Students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Area of Study 1: Skills and capabilities for employment and further education.

Area of Study 2: Transferable skills and capabilities.

Assessments:

Students will be assessed in a various ways including:

- Research tasks
- Structured questions
- Case studies
- Report writing
- Digital presentations
- Mock interviews
- Cover letters
- Resumes
- Reflection and evaluation tasks

Unit 3: Industrial relations, workplace environment and practice.

Unit 3 WRS 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.

Area of Study 1: Workplace wellbeing and personal accountability

Area of Study 2: Workplace responsibilities and rights

Area of Study 3: Communication and collaboration

Assessments:

Students will be assessed in a various ways including:

- Research tasks
- Case studies
- Report writing
- Digital presentations
- Debate
- Reflection and evaluation tasks
- Interviews
- Structured questions

Unit 4: Portfolio preparation and presentation

In Unit 4 WRS, 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 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.

Area of Study 1: Portfolio development

Area of Study 2: Portfolio presentation

Assessments:

Students will be assessed in a various ways including:

- Research tasks
- Portfolio presentation
- Portfolio evaluation
- Structured questions

Victorian Pathway Certificate (VPC) Studies

VPC Literacy

In this subject students are required to develop their skills with texts to find information that can be used in a variety of settings including the workplace.

Students are also required to use texts to communicate views and values around various issues in the community plus be involved in informed discussion either verbally or in print.



Unit 1

Unit 1 Literacy focuses on building literacy capabilities through the development of skills and knowledge to understand both digital texts and personal literacy in the everyday world.

Literacy for Personal Use aims to develop student knowledge, skills and attributes to read and write simple or short texts. Students read or watch a variety of texts from a diverse range of contexts for a personal purpose, such as finding information. Through discussions and class activities students develop their understanding of the structures and features of these text types and examine how these are influenced by purpose, context and audience.

The purpose of 'Understanding and Creating Digital Texts' is to enable students to develop their capacity to engage with, understand and respond to digital platforms, including webpages for vocational and workplace settings, applications, podcasts and social media. Identify and explain the structure of a webpage as well as the types and purposes of different websites. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering a message.

Module 1: Literacy for Personal Use

Module 2: Understanding and Creating Digital Texts

Unit 2

Unit 2 Literacy focuses on exploring issues in the wider world. First by being able to create discussion and debate around particular topics and then being able to verbally provide those responses.

'Exploring and Understanding Issues' asks students to engage in issues that create discussion and debate in a community they are a part of. Students consider the values that underpin different communities and how these values create different opinions and perspectives. Students read, view, and listen to a range of diverse opinions and consider the language and purpose of the content and how these change due to audience and context.

'Informed Discussion' encourages students to practice and participate in debate, either in print, orally or via a digital platform. Students consider their own perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner supported by evidence.

Module 1: Exploring and Understanding Issues

Module 2: Informed Discussion

Unit 3

'Literacy for Civic Participation' 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.

Students look at Literacy for pathways and further learning which encourages the development of 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.

Module 1: Literacy for Civic Participation

Module2: Literacy for Pathways and Further Learning

Unit 4

Unit 4 of Literacy focuses on the creating a (negotiated) project that focuses around a specific content area based on a student's interests or aspirations.

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.

Module 1: Negotiated Project

Assessment:

- Digital presentation with reflective journal
- multimedia presentation with reflective journal
- research tasks
- collection of notes/annotations
- reflection piece
- structured questions
- visual presentation; advertisement
- recorded discussion

VPC Numeracy

In this subject, students are required to demonstrate mathematical skills to use numbers in the real world for matters involving money, time, travel or participation in community-based activities and events. This includes skills of organising, planning, and budgeting.

Students are also required to use mathematical skills to read data, information, or processes to understand what is happening within the community. Students are also required to use these skills around personal interests, health, well-being and recreational activities.



Unit 1

In Unit 1 Numeracy students focus on how numbers relate to their everyday life and what those numbers represent. This is through the use of both Personal Numeracy and Financial 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.

Financial numeracy relates to understanding and undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management of money. Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.

Module 1: Personal Numeracy

Module 2: Financial Numeracy

Unit 2

Unit 2 Numeracy students focus on using numbers to explore the information provided based around their health and recreation along with Civic Numeracy which investigates how numbers impacts society as a whole.

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, sports and other personal interests and hobbies.

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.

Module 3: Health and Recreational Numeracy

Module 4: Civic Numeracy

Assessment Options:

- Investigations
- multimedia presentations about numbers in action
- Blog/Vlog outlining how numbers work
- problem solving report; experiment
- design numeracy-based games/puzzles
- Integrated projects

VPC Personal Development Skills (PDS)

In this subject, students are required to explore self-understanding and self-care to develop connections between self-knowledge, purposefulness, goal setting, resilience and wellbeing. This will extend to working on the skills of teamwork, communication, time management and problem solving.

Students will then take this knowledge and apply it to a community context through both exploring and participation playing a key role.



Unit 1

Unit 1 of Personal Development Skills is centred around the concept of developing your personal skills to interact with others in workplace settings.

‘Understanding self’ explores personal development through self-understanding and self-care. It makes connections between self-knowledge, purposefulness, goal setting, resilience and enhanced health and wellbeing. Students 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.

Developing Self 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 examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They consider a variety of influences on personal health and explore the concepts of consent, equity and access.

Module 1: Understanding Self

Module 2: Developing Self

Unit 2

In this Unit, students are required to investigate how to connect with the community to create positive connections. Additionally, students are required to look at ways to participate in society to become an active citizen in the community.

‘Exploring and Connecting with the Community’ 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 growth through belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

‘Community Participation’ explores how communities provide support to members. Students consider various ways of expressing community belongingness. They begin to look at how communities are structured through an investigation of community leaders and organisations. Students identify and explore options and opportunities for connecting with their local community.

Module 1: Exploring and connecting with the community

Module 2: Community Participation

Assessment:

- Video
- Podcast
- digital or oral presentation
- structured questions
- team activity and evaluation
- reflection/analysis of community project
- chair meetings and minutes
- debate
- research task

VPC Work Related Skills (WRS)

In this subject, students gain the skills to not only get a job in their desired area but to also develop the skills and competencies to prosper. This subject enables students to be able to recognise what constitutes a safe workplace but also how to map out their career progression.



Unit 1

In this unit students are investigated their areas of interest and the associated skills, capabilities, opportunities, and conditions that are associated with that area.

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.

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.

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.

Module 1: Interest, Skills and Capabilities in the workplace

Module 2: Employment Opportunities and Workplace Conditions

Module 3: Applying for an employment opportunity

Unit 2

In this unit students are required to plan, complete and report on a small-scale work activity that they have conducted to communicate its overall success.

Students are required to commence 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.

Students are then required to complete and review 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.

Students will then be required to report on their small-scale work-related activity using their communication and technology skills. 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.

Module 1: Identifying and planning for a work-related activity

Module 2: Completing and reviewing a small-scale work-related activity

Module 3: Reporting on a small-scale work-related activity

Unit 3

In this unit students investigate what Healthy Workplace Practices consists of, their rights and responsibilities in the workplace and how to ensure physical health and safety in the workplace.

Students are introduced 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.

Students distinguish 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.

Students are required to explore 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.

Module 1: Healthy Workplace Practices

Module 2: Rights and Responsibilities

Module 3: Physical health and safety

Unit 4

In this unit students are required to explore their pathways for their career along with preparing for the workplace by developing skills around applications and interviews.

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.

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.

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.

Module 1: Explore and plan for potential pathways

Module 2: Employment seeking activities and the application process

Module 3: Interview

Assessment:

- A project plan
- digital, oral or visual presentation
- meeting records
- skills audit
- reports
- a plan to action/respond to feedback
- creation of SMART goals
- Cover letter
- Resume
- Career action plan
- interview and reflection of a profession
- mock interview
- research tasks
- a safety audit
- risk management plan
- participation in the safety drill process
- visiting employers/recruiters
- mock interview

Scored VCE Studies

VCE English

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.



The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through Vic Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

English Unit 1 & 2

Where both Units 1 and 2 are undertaken, students must read and study at least five set texts. The term 'set text' refers to texts chosen by the school for Unit 1 Area of Study 1 and Unit 2 Area of Study 1. For Area of Study 1 in both Units 1 and 2, students must read and study two set texts. At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry. All set texts will need to be purchased by the student, with the exception of any excerpts that have been set and these will be provided by the school.

Unit 1

Outcome 1 - Reading and exploring texts:

- Textual analysis of a set text
- Personal response to a set text

Outcome 2 - Crafting :

- Create at least two texts that demonstrate an understanding of the drafting process
- Write a description of the writing process and authorial choices made

Unit 2

Outcome 1 - Reading and exploring texts:

- Textual knowledge of texts

Outcome 2 - Exploring Argument:

- Analyse media texts for meaning
- Create a point of view for oral presentation

English Unit 3 & 4

A total of five texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.

At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

Unit 3

Outcome 1 - Reading and responding to texts:

- Textual analysis in written form

Outcome 2 – Creating texts:

- Create two written texts that show consideration for audience, purpose and context.
- A written explanation of the writing process

Unit 4

Outcome 1 - Reading and responding to texts:

- Textual knowledge of texts

Outcome 2 - Analysing Arguments:

- Create a persuasive speech on a topical subject
- Analyse one written text
- Analyse one audio or audio/ visual text

Externally Assessed Exam:

- Unit 3 Outcome 1 & Outcome 2 = **25%**
- Unit 4 Outcome 1 & Outcome 2 = **25%**
- Exam covering Units 3 & 4 content = **50%**

VCE Biology

Unit 1 and 2 VCE Biology, students investigate the processes involved in sustaining life at molecular, cellular, system, species and ecosystem levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.



The intention is to provide students with the insight, passion, skills and knowledge to pursue successful careers connected to the Biological Sciences, and to leave with an appreciation the interconnectedness of all living things on Planet Earth.

Unit 1

How do organisms regulate their functions?

Key knowledge:

- Cellular structure and function
- The cell cycle and cell growth, death and differentiation
- Functioning systems
- Regulation of systems
- Investigation design
- Scientific evidence
- Science communication

Unit 2

How does inheritance impact on diversity?

Key knowledge:

- From chromosomes to genomes
- Genotypes and phenotypes
- Patterns of inheritance
- Reproductive strategies
- Adaptations and diversity
- Scientific evidence
- Scientific communication
- Analysis and evaluation of bioethical issues

Assessment

The College determines Unit 1 & 2 Assessment. It will include:

- Practical investigation reports
- Presentations of biological data & concepts
- Tests & end-of-semester exams

Unit 3 and 4 VCE Biology, students investigate the processes involved in sustaining life at molecular, cellular, system, species and ecosystem levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

The intention is to provide students with the insight, passion, skills and knowledge to pursue successful careers connected to the Biological Sciences, and to leave with an appreciation the interconnectedness of all living things on Planet Earth.

Unit 3

How do cells maintain life?

Key knowledge:

- The relationship between nucleic acids and proteins
- DNA manipulation techniques and applications
- Regulation of biochemical pathways in photosynthesis and cellular respiration
- Photosynthesis as an example of biochemical pathways
- Cellular respiration as an example of biochemical pathways
- Biotechnological applications of biochemical pathways

Unit 4

How does life change and respond to challenges?

Key knowledge:

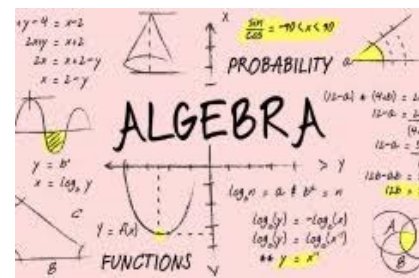
- Responding to antigens
- Acquiring immunity
- Disease challenges and strategies
- Genetic changes in a population over time
- Changes in species over time
- Determining the relatedness of species
- Human change over time
- Investigation design

Assessment

- Unit 3 Outcome 1 & Outcome 2 = **20%**
- Unit 4 Outcome 1, Outcome 2 & Outcome 3 = **30%**
- Exam covering Units 3 & 4 content = **50%**

VCE General Mathematics

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. General Mathematics provides the knowledge for a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.



Unit 1 & 2:

Area of Study 1: Data analysis, probability and statistics

- types of data, frequency tables and bar charts, and the mode and its interpretation
- histograms, stem plots and dot plots and choosing between plots according to context and purpose
- median, range, and interquartile range (IQR), mean and standard deviation
- the five-number summary and the boxplot as its graphical representation and display
- scatterplots and their use in identifying, describing and predicting the association between two numerical variables in terms of direction, form and strength

Area of Study 2: Algebra, number & structure

- arithmetic and geometric sequences
- use of recurrence relations and rules to model sequences
- networks and graphs and how they can model real-world structures

Area of Study 3: Functions, relations & graphs

- the properties and concept of linear functions and their graphs
- simultaneous linear equations and their solutions
- numerical, graphical and algebraic approaches to direct and inverse variation
- transformation of data to linearity to establish relationships between variables
- modelling of given non-linear data using the relationships

Area of Study 4: Discrete mathematics

- what matrices are and their uses to store, display and manipulate information
- matrix arithmetic: the definition of addition, subtraction, multiplication by a scalar, multiplication, the power of a square matrix, and the conditions for their use
- applications of matrices
- measurement of length, angle, area, volume and capacity
- similar shapes including the conditions for similarity
- the use of trigonometric ratios and Pythagoras' theorem and the sine rule to solve practical problems

Assessment:

- Portfolio
- Assignments
- Tests
- solutions to sets of worked questions
- summary notes or review notes.
- modelling tasks
- problem-solving tasks
- mathematical investigations

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2.

Unit 3 & 4:

Area of study 1: Data analysis, probability and statistics

- Types of data, representation of data as graphs and their interpretation
- Data distributions and standard deviation
- The relationship between 2 variables and applications
- Lines of best fit and using them to predict outcomes
- Data transformations
- Times series plots

Area of study 2: Discrete mathematics

- Sequences and how they can be generated from rules
- Compound interest, investments and loans
- Depreciation of assets and reducing-balance loans
- Annuities and perpetuities
- Matrices and their applications
- Networks and decision mathematics

Assessment:

School based:

- Application Task SAC - Statistics
- Problem-solving SAC – Recursion & Finance
- Problem-solving SAC - Matrices
- Problem-solving SAC - Networks

External:

- Exam 1: Multiple Choice (1.5 hours)
- Exam 2: Extended Response (1.5 hours)

VCE Legal Studies

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

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.



Unit 1 - The Presumption of Innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. Students investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years on different groups.

Area of Study 1 – Legal Foundations

Area of Study 2 – Proving guilt

Area of Study 3 – Sanctions

Unit 2 – Wrongs and Rights

This unit focuses on how civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study 1 – Civil Liability

Area of Study 2 – Remedies

Area of Study 3 – Human Rights

Assessment for Unit 1 & 2

Student's performance will be assessed using one or more of the following:

- A folio of exercises
- Structured questions
- A classroom presentation
- A role-play
- A report

Unit 3 - Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the courts within the Victorian court hierarchy, as well as Victorian legal institutions and bodies available to assist with cases. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1 – The Victorian Criminal Justice System

Area of Study 2 – The Victorian Civil Justice System

Unit 4 - The People and the Law

In this unit, students explore how the Australian Constitution establishes the laws-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the

Australian Institution. They 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. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Area of Study 1 – The people and the Australian Constitution

Area of Study 2 – The People, the Parliament and the Courts

Assessment for Unit 3 & 4

Student's performance will be assessed using one or more of the following:

- A folio of exercises
- Structured questions
- A report

VCE Psychology



Unit 1 and 2 Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

Unit 1: How are behaviour and mental processes shaped?

Key Knowledge:

- The complexity of psychological development
- Defining and supporting psychological development
- Role of the brain in mental processes and behaviour
- Brain plasticity and brain injury
- Analysis of scientific evidence and communication

Unit 2: How do internal and external factors influence behaviour and mental processes?

Key Knowledge:

- Social cognition
- Factors that influence individual and group behaviour
- Perception
- Distortions of perception
- Student directed research investigation

Assessment:

The College determines Unit 1 and Unit 2 Assessment. It will include:

- Folio of class work and practical activities
- School Assessed Coursework including, tests, reports and/or media analysis/response
- Empirical Research Activity
- School Based Exams

Unit 3 and 4 Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

Unit 3: How does experience affect behaviour and mental processes?

Key Knowledge:

- Nervous system functioning
- Stress as an example of a psychobiological process
- Approaches to understand learning
- The psychobiological process of memory

Unit 4: How is mental wellbeing supported and maintained?

Key Knowledge:

- The demand for sleep
- Importance of sleep to mental wellbeing
- Defining mental wellbeing

- Application of biopsychosocial approach to explain specific phobia
- Maintenance of mental wellbeing
- Student directed research investigation

Assessment

- Folio of class work and practical activities
- School Assessed Coursework including, tests, reports and/or media analysis/response/case studies
- Assessment includes any of the above activities, as well as a scientific poster completed in Unit 4.

Unit 3 & 4 is prescribed by VCAA.

Weighting is as follows:

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 30 per cent

End-of-year examination: 50 per cent

VCE Art Making and Exhibiting

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.



Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use. Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Assessment:

Assessment may include:

- Visual Art Journal
- Finished Artworks
- Information for an exhibition
- Thematic exhibition
- Experimental artworks and documentation

Assessments in Unit 3 and 4 is as follows:

Percentage contributions to the study score in VCE Art Making and Exhibiting are as follows:

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

VET Studies

VCE VET Business Certificate III in Business



COURSE OUTLINE

Training Provider:	IVET
Course Code:	BSB30120
Location:	Monterey SC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities, which can be used to strengthen their employability skills post-secondary schooling further. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st Year & 2nd Year

- Organise personal work priorities
- Assist with maintaining workplace safety
- Engage in workplace communication
- Work in a team
- Use inclusive work practices
- Use business software applications
- Design and produce business documents
- Design and produce spreadsheets
- Create electronic presentations
- Use digital technologies to communicate in a workplace
- Support personal well-being in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices
- Write simple documents
- Organise workplace information

Structured Workplace Learning (SWL)

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas:

- Communication in the workplace
- Business technology use
- Customer Service
- The business industry
- Producing workplace documents
- Environmental sustainability

Job Opportunities:

- Administration
- Office Assistant
- Customer support
- Sales representative

Further Study:

- Diploma in Business
- Bachelor of Business

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

***For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels.**

Certificate II in Community Services



COURSE OUTLINE

Training Provider:	IVET
Course Code:	CHC22015
Location:	Monterey SC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE-VM Students

Description:

Certificate II in Community Services allows students to develop the skills and knowledge to undertake community services work, such as providing support and assistance to various clients, including childcare, the elderly and the disability sector.

This course is perfect for students looking to move into various areas in the community services sector. It is the perfect building block for developing a sound educational base specific to the fastest-growing sector in Australia.

Contribution to Year 10, Year 11 & Year 12 VCE-VM Students

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE-VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st Year & 2nd Year

- Organise and complete daily work activities
- Work with diverse people
- Provide first aid
- Communicate and work in health or community services
- Manage personal stress in the workplace
- Be an effective volunteer
- Use routine strategies for work-related learning
- Participate in workplace health and safety
- Respond to client needs
- Work within a community development framework
- Implement participation and engagement strategies.

Structured Workplace Learning (SWL)

- Recommended but not mandatory

Learning Areas:

- Working with diverse people
- Communication in the workplace
- Work health and safety
- Teamwork

Job Opportunities:

- Assistant community services worker
- Assistant childcare worker
- Elderly Assistant
- Social work roles
- Youth services roles

Further Study:

- Certificate III in Community Services
- Diploma of Community Services
- Bachelor of Community Services

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

****For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels.***

VCE VET Cookery Certificate II in Cookery



COURSE OUTLINE:

Training Provider:	VEG Education
Course Code:	SIT20421
Location:	Monterey SC
Duration:	2-Year Program
1st Year Day/Time:	TBA
2nd Year Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

Students will develop various food preparation and cookery skills to prepare menu items.

This course emulates the role of a cook working in a kitchen under the direct supervision of a chef and focuses on the back-of-house skills typically used in a restaurant or food outlet. Students will learn hygienic practices in food preparation and the skills to prepare the present simple dishes.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Units of Study: Years 1 & 2

Year 1 units:

- Produce cakes
- Use Hygienic Practices for Food Safety
- Participate in Work Safe Practices
- Use Food Preparation Equipment
- Prepare Dishes Using Basic Methods of Cookery
- Clean Kitchen Premises and Equipment
- Receive, Store and Maintain Stock
- Prepare and Present Simple Dishes
- Participate in Safe Food Handling Practices

Year 2 units:

- Prepare Appetisers & Salads
- Prepare Stocks, Sauces, and Soups
- Prepare Vegetables, Fruit, Eggs, and Farinaceous Dishes
- Work Effectively in a Commercial Kitchen

Structured Workplace Learning

- Recommended but not mandatory

Learning Areas

- Work health and safety
- Hygiene practices
- Food preparation
- Basic cookery skills

Job Opportunities:

- Restaurant Assistant
- Hotel Assistant
- Catering operations specialist
- Club Assistant
- Pub Assistant
- Cafes and coffee Assistant
- Cafe and Coffee assistant
- Aged care food preparer
- Hospital caterer

Further Study:

- SIT30821 Certificate III in Commercial Cookery
- SIT31021 Certificate III in Patisserie
- SIT40521 Certificate IV in Kitchen Management
- SIT40721 Certificate IV in Patisserie
- SIT50422 Diploma of Hospitality Management
- Bachelor of Hospitality Management

VCE VET Hospitality Certificate II Hospitality

COURSE OUTLINE:

Training Provider:	VEG Education
Course Code:	SIT20322
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Y11 & Y12 VCE & VCE-VM Students



Description:

Prepares students with a limited range of hospitality operational skills and basic knowledge. Includes units such as: prepare/ serve espresso coffee, non-alcoholic beverages, food and beverage service, advice on food and functional transactions.

Contribution to Year 10, Year 11 & Year 12 VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

VCE: Students wishing to receive an ATAR contribution 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 subject.

Sample Units of Study:

- Work effectively with others
- Source and use information on the hospitality industry
- Use hospitality skills effectively
- Interact with customers
- Show social and cultural sensitivity
- Participate in safe work practices
- Use hygienic practices for food safety
- Prepare and present sandwiches
- Provide responsible service of alcohol
- Prepare and serve espresso coffee

What to bring:

- Closed black shoes

Structured Workplace Learning:

- Recommended but not mandatory

Job Opportunities:

- Bar Attendant

- Café Attendant
- Catering Assistant
- Food and Beverage Attendant

Further Study:

- Certificate III in Hospitality
- Diploma of Hospitality Management

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

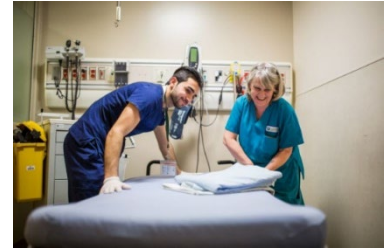
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****For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

VCE VET Health Certificate III in Health Services Assistance

COURSE OUTLINE

Training Provider:	IVET
Course Code:	HLT23215
Location:	MSC
Duration:	2-Year Program
VCE Day/Time:	TBA
VCE-VM Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students



Description:

This Program reflects industry and student demand for qualifications in the health and community sectors. The Program includes a nationally recognised First Aid certificate and covers key employability skills transferable to any industry.

Throughout the Program, students will complete practical sessions in our working ambulance, participate in skill-building workshops and theory sessions, which involve working on real case studies and complete a community project of their choice.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study:

- Work with diverse people.
- Respond effectively to behaviours of concern.
- Participate in workplace health and safety.
- Conduct manual tasks safely.
- Assist with movement.
- Comply with infection prevention and control policies & procedures.
- Use business technology.
- Communicate and work in health or community services.
- Work effectively with others.
- Contribute to team effectiveness.
- Organise & complete daily work activities.
- Maintain a high standard of service.
- Provide First Aid.

Structured Workplace Learning:

- Recommended but not mandatory.

Learning Areas:

- Communication
- Teamwork
- Customer service
- Work Health and Safety
- Organising work activities
- Business Technology

Job Opportunities:

- Health Support Service Attendant
- Allied Health Assistant

Further Study:

- Certificate III in Health Service Assistance
- Certificate IV in Mental Health
- Diploma of Nursing

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

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Certificate III in Information Technology

COURSE OUTLINE:

Training Provider:	Integrity Business College
Course Code:	ICT30120
Location:	MSC
Duration:	2-Year Program
1st Year Day/Time:	Friday 12.30pm – 3.30pm
2nd Year Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE-VM Students



Description:

The Certificate III qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and achieve self-sufficiency as an ICT user.

The course will cover IT hardware, operating systems and the fundamentals of network administration within a contextualisation of Cyber Security.

Contribution to Year 10, Year 11 & Year 12 VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study:

- Determine and action network problems.
- Create user documentation.
- Evaluate characteristics of cloud computing solutions and services.
- Install and manage network protocols.
- Implement systems software changes.
- Administer network peripherals.
- Run standard diagnostic tests.
- Provide basic system administration.
- Install and optimise operating system software.
- Provide ICT advice to clients.
- Configure and administer a network operating system.
- Work and communicate effectively in an ICT environment.
- Participate effectively in WHS communication and consultation processes.
- Implement and monitor environmentally sustainable work practices.
- Provide network systems administration.
- Install, configure and secure a small office or home office network.
- Identify and use current industry-specific technologies.

Structured Workplace Learning

- Recommended but not mandatory

Learning Areas

- Safe and sustainable practices
- Common software applications
- Hardware and peripherals

Job Opportunities

- ICT Support
- Help Desk Operator
- Computer Forensics

- IT Systems Administrator
- Cyber Security Specialist
- Security Analyst
- Security System Programmer
- Cyber Security Engineer

Further Study

- Certificate IV in Cyber Security
- Advanced Diploma of Cyber Security
- Bachelor of Cyber Security

Please note: These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

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***For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels**

VCE VET Creative and Digital Media Certificate III in Screen & Media

COURSE OUTLINE:

Training Provider:	AIE
Course Code:	CUA31020
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students



Description:

Provides students with a pathway to a variety of creative industries. This course is aligned to the Game Development and Visual Effects industries, providing a chance to explore the creative process and develop your own designs, drawings and final products.

Throughout the course students will create a simple website portfolio of their work, research the games and film industry, design and create a 3D environment using 3D software, create a detailed character design and a short 2D Animation.

Units 3 and 4 offer scored assessment.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st and 2nd Year

- Apply critical thinking skills in a team environment
- Apply work health and safety practices
- Work effectively in the creative arts industry
- Create 2D digital animations
- Explore and apply the creative design process to 2D form Create visual design components
- Write content for a range of media
- Create 3D digital models

What to bring:

- USB to back up save files (optional)

Structured Workplace Learning:

- Recommended but not mandatory.

Job Opportunities:

- Game Development
- Visual Effects
- Web Design
- 3D Modelling
- Multimedia content author

Further Study:

- Diploma of Screen and Media

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

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****For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

VCE VET Sport & Recreation Certificate III in Sport & Recreation

COURSE OUTLINE:

Training Provider:	Saville
Course Code:	SIS30115
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students



Description:

Students will develop the skills and knowledge required to support the operation of facilities, assist in conducting sport and recreation programs, and develop a comprehensive understanding of the Sport & Recreation industry.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st Year

- Develop and extend critical and creative thinking skills.
- Participate in workplace health & safety.
- Conduct non-instructional sports, fitness or recreation session.
- Provide first aid.
- Respond to emergency situations.
- Use social media tools for collaboration.
- Participate in conditioning for sports.
- Provide quality service.
- Provide equipment for activities.
- Conduct sport, fitness or recreation events.

Sample Units of Study: 2nd Year

- Participate in WHS hazard identification, risk assessment & risk control.
- Educate user groups.
- Plan and conduct programs.
- Conduct sports coaching sessions with foundation-level participants.
- Facilitate groups.

What to bring:

- Students will need to wear runners and PE uniforms to each session and bring a hat and sunscreen.

Structured Workplace Learning:

- Recommended but not mandatory.

Learning Areas (Depending on pathway/focus):

- Planning a session & facilitating groups.
- Conduct warm-up and cool-down programs.
- Safety & the sports environment.
- Social media & creative thinking.
- Sports injuries.
- Sports & business technology

Job Opportunities:

- Pool lifeguard
- Sports retail roles
- Sports trainer
- After-school sports programs
- Recreation officer
- Sports and recreation attendant
- Leisure services officer
- Sports coaching roles
- Outdoor recreation roles

Further Study:

- Certificate IV in Fitness (SIS40215)
- Diploma of Sport & Recreation (SIS50712)
- Bachelor of Sport & Outdoor Recreation

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

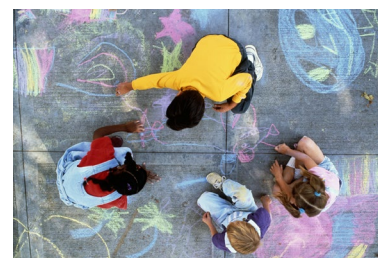
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Certificate III in Early Childhood Education & Care

COURSE OUTLINE:

Training Provider:	ACCCO
Course Code:	CHC30121
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE-VM Students



Description:

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Contribution to Year 10, Year 11 & Year 12 VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st Year

- Support children's health, safety, and wellbeing
- Nurture babies and toddlers
- Work effectively in children's education and care
- Meet legal and ethical obligations in children's education and care

Structured Workplace Learning:

- SWL is mandatory for this VET Qualification

Job Opportunities:

- Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

Further Study:

- Certificate IV in Early Childhood Education
- Diploma of Early Childhood Education
- Bachelor of Early Childhood Education

Please note: These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

***For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels**

VCE VET Furnishing Certificate II in Furniture Making

COURSE OUTLINE:

Training Provider:	AST
Course Code:	MSF20516
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students



Description:

This program includes units such as developing a career plan for the furnishing industry, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st Year

- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices at work
- Work in a team
- Select and apply hardware
- Join furnishing material
- Use basic finishing techniques on timber surfaces
- Use timber furnishing construction techniques

Sample Units of Study: 2nd Year

- Undertake a basic furniture making project
- Make measurements and calculations
- Use furniture making sector hand and power tools
- Assemble furnishing products

What to bring:

- Students will need to wear PPE – workwear and workboots.

Structured Workplace Learning:

- Recommended but not mandatory

Job Opportunities:

- Furniture Restorer
- Furniture Maker
- Cabinet Maker
- Manufacturing Tradesperson

Further Study:

- Certificate IV in Furniture Making
- Diploma of Furniture Making

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

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Certificate II in Construction Pathways (Building and Construction)

COURSE OUTLINE:

Training Provider:	AIET
Course Code:	CPC20220
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students



Description:

Provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian apprenticeship and this certificate allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting, as well as carpentry, bricklaying and other occupations in general construction. This certificate is designed to introduce learners to the recognised trade callings in the construction industry and provide

Contribution to Year 10, Year 11 & Year 12 VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st Year

- Work effectively and sustainably in the Construction Industry
- Plan and organise work
- Carry out measurements and calculations Undertake a basic construction project
- Apply WHS requirements, policies and procedures in the Construction Industry

What to bring:

- Students are required to wear appropriate clothes and footwear. Students are required to have the following at all classes: Safety work boots/shoes.

Structured Workplace Learning:

- Recommended but not mandatory.

Job Opportunities:

- Carpentry apprenticeship
- Wall and floor tiling apprenticeship
- Bricklaying apprenticeship
- Joinery and shopfitting apprenticeship
- Painting and decorating apprenticeship

Further Study:

- Certificate III in Bricklaying/Block-laying
- Certificate III in Carpentry
- Certificate III in Joinery

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

****For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

VCE VET MUSIC

Certificate III in Music Industry – Music Performance

COURSE OUTLINE:

Training Provider:	COSAMP
Course Code:	CUA30920
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

**Description:**

Provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 can include making a music demo, composing simple songs or musical pieces and developing ensemble skills. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, preparing for performance and performing music as part of a group or as a soloist.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study:

- Implement copyright arrangements
- Work effectively in the music industry Plan a career in the creative arts industry
- Develop technical skills for musical performances Prepare for musical performances
- Develop and perform musical improvisation Develop and apply stagecraft skills
- Perform music as part of a group Perform simple repertoire in ensembles
- Contribute to backup accompaniment as part of a group
- Provide event staging support

What to bring:

- Musical instrument of choice

Structured Workplace Learning:

- Recommended but not mandatory

Specialisation:

- To achieve a 'Performance' specialisation, a minimum of 4 units from Group A, coded CUAMPF, must be selected

Job Opportunities:

- Audio & Sound Production
- Composition
- Performance & Songwriting
- Music Business
- Music Production

Further Study:

- Cert IV in Music Production
- Bachelor of Arts (Music)
- Bachelor of Music Industry
- Bachelor of Music Performance

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

****For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

VCE VET MUSIC

Certificate III in Music Industry – Sound Production

COURSE OUTLINE:

Training Provider:	COSAMP
Course Code:	CUA30920
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA TBA
Audience:	Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

**Description:**

Provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 can include making a music demo, composing simple songs or musical pieces and developing ensemble skills. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, preparing for performance and performing music as part of a group or as a soloist.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE: Students wishing to receive an ATAR contribution 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 subject.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study:

- Implement copyright arrangements
- Work effectively in the music industry Plan a career in the creative arts industry
- Develop technical skills for musical performances Prepare for musical performances
- Develop and perform musical improvisation Develop and apply stagecraft skills
- Perform music as part of a group Perform simple repertoire in ensembles
- Contribute to backup accompaniment as part of a group
- Provide event staging support

What to bring:

- Musical instrument of choice

Structured Workplace Learning:

- Recommended but not mandatory

Specialisation:

- To achieve a 'Sound Production' specialisation, a minimum of 4 units from Group C, coded CUASOU, must be selected

Job Opportunities:

- Audio & Sound Production

- Composition
- Performance & Songwriting
- Music Business
- Music Production

Further Study:

- Cert IV in Music Production
- Bachelor of Arts (Music)
- Bachelor of Music Industry
- Bachelor of Music Performance

Please note: These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

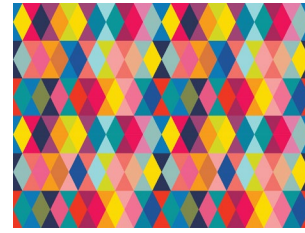
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***For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels**

Certificate II in Visual Arts

COURSE OUTLINE:

Training Provider:	ReadCloud
Course Code:	CUA20720
Location:	MSC
Duration:	2-Year Program
Day/Time:	TBA
Audience:	Year 10*, Year 11 & Year 12 VCE-VM Students



Description:

The Certificate II in Visual Arts is designed to provide students with the opportunity to build skills and knowledge in art and design, as well as begin preparation of a portfolio for further study, entry-level positions in the creative industry, or a career as an independent artist. Students explore a range of techniques in sculpture, painting, printmaking, and textiles and apply these skills to independent and group projects.

Contribution to Year 10, Year 11 & Year 12 VCE VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

VCE VM: Students will be eligible for a minimum of two credits towards your VCE-VM

Sample Units of Study: 1st Year

- Contribute to the health and safety of self and others
- Develop drawing skills to communicate ideas
- Follow a design process
- Develop painting skills
- Make simple creative work
- Source and use information relevant to own arts practice

Sample Units of Study: 2nd Year

- Develop sculptural skills
- Develop printmaking skills
- Develop digital imaging skills
- Develop drawing skills
- Develop and apply creative arts industry knowledge

What to bring:

- N/A

Structured Workplace Learning:

- Recommended but not mandatory

Job Opportunities:

- | | |
|----------------------|------------------|
| • Illustrator | • Art Teacher |
| • Artist | • Art therapy |
| • Artist assistant | • Collage artist |
| • Arts Administrator | • Art critic |
| • Web Designer | • Game artist |
| • Animator | |

Further Study:

- Certificate III in Visual Arts
- Diploma in Visual Arts
- Bachelor of Fine Art

Please note: *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

****For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***