



# 2026

## Senior School Subject Selection Guide

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*further information on VCE, VCE VM, VPC and VET please go to the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)*

## 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 '2026 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](http://www.vcaa.vic.edu.au)

Rules and Regulations of VCE, VCE VM, VPC and VET:

<https://www.vcaa.vic.edu.au/administration/vce-administrative-handbook/vpc-administrative-handbook-2025>

### **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](http://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 1st July 2025 during P4
- **2026 Course Selection and Subject Information Evening**  
Thursday 31st July 2025
- **Year 10 into Year 11 Course Counselling: by appointment only**  
Thursday 14th August 2025, 1:30pm – 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 2026. 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 2026 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.**

We anticipate that student and subject groupings for 2026 should be finalised by mid Term 4. Parents/carers 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 Workplace Learning
- Course Counselling
- Resume and cover letter support
- The Smith Family opportunities
- [montereysccareers.com](http://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 the Trade and Tech Fit Careers 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](http://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](http://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.montereysccareers.com>

### Your Career

The home of career information. Search Industries and Occupations to find a career and what you can do to get there.

<https://www.yourcareer.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](http://www.myfuture.edu.au)

### Career Targets

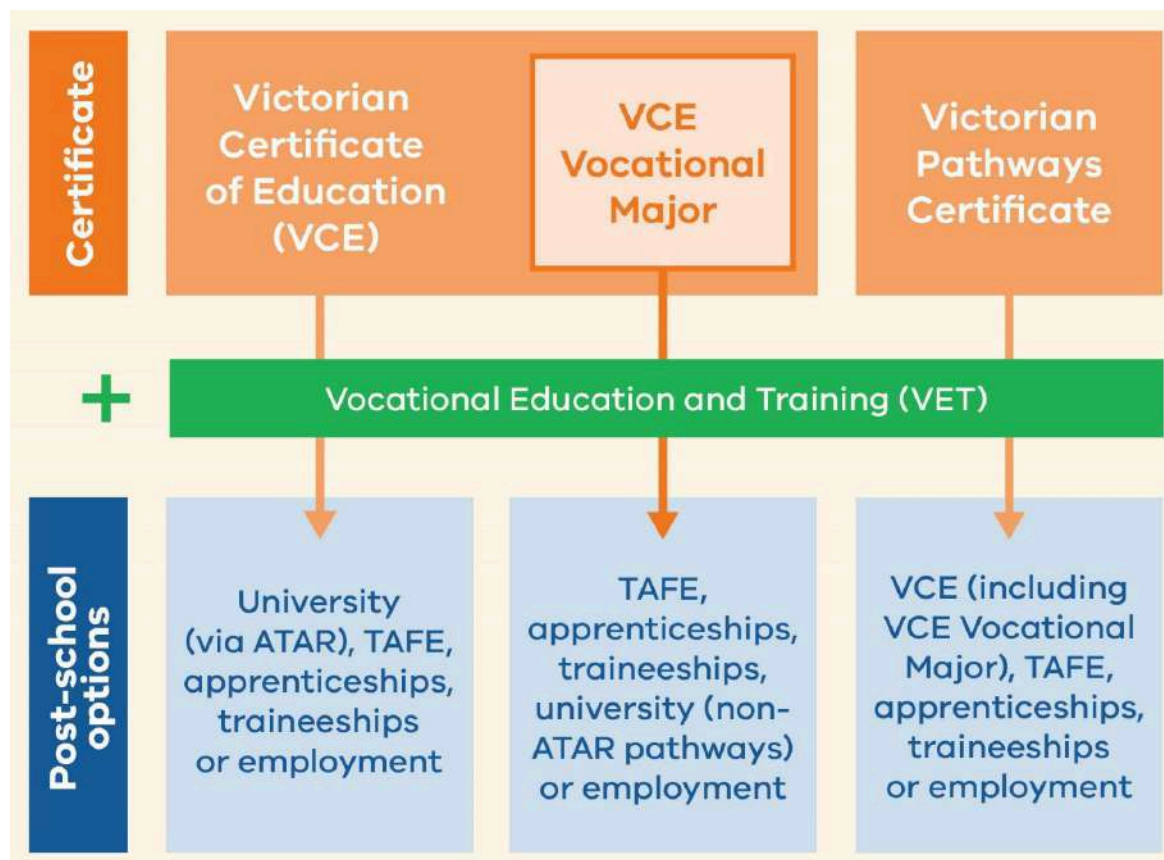
Start exploring career pathways by selecting a learning area you enjoy. Each learning area will direct you to a range of possible careers linked to this learning area and details the training and education requirements for each occupation.

<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.
<b>A great choice if you ...</b>	<b>A great choice if you...</b>	<b>A great choice if you...</b>
• 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 the 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 2026 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](http://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 2026 (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 Business Management Units 1-4
- VCE VET Sport & Recreation Units 1-4
- VCE VET Health Units 1-4
- VCE VET Hospitality Units 1-4

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

***\*Students may be able to access other subjects of interest via Virtual Schools Victoria or if sufficient demand exists for other subjects.***

### A sample VCE timetable

HG	Mon	Tue	Wed	Thurs	Fri
1	VCE Business Management	VCE Psychology	VCE VET Sport & Rec	VCE Psychology	VCE VET Sport & Rec
2	VCE Business Management	VCE Psychology	VCE VET Sport & Rec	VCE Business Management	VCE VET Sport & Rec
3	VCE General Maths	VCE General Maths	VCE General Maths	VCE English	VCE General Maths
4	VCE General Maths	VCE English	VCE English	VCE English	VCE English
5	VCE Psychology	VCE Business Management	VCE Psychology	VCE VET Sport & Rec	VCE Business Management

## 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:**

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

The VET Certificates on offer at Monterey Secondary College in 2026 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 II in Visual Arts
- Certificate II in Community Services
- Certificate III in Music – Sound Production
- Certificate III in Music – Music Performance
- Certificate II in Horticulture

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	

### Sample VCE VM timetables

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

## Structured Workplace Learning (SWL)

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

Structured workplace learning provides students with the opportunity to integrate on-the-job experience as part of the Victorian Certificate of Education (VCE), the VCE Vocational Major or the Victorian Pathways Certificate. If you are completing the VCE Vocational Major, SWL is mandatory (one day per week during school terms).

Connecting students to work can support aspiration, develop soft skills, improve school engagement and provide employment opportunities. Structured Workplace Learning (SWL) is designed to help students apply the skills and knowledge they learn in their VET program in an industry environment and the opportunity for:

- enhanced work based skill development
- practical application of industry knowledge
- assessment of units of competency
- achievement of some learning outcomes

Structured Workplace Learning is different to Work Experience as it is about on the job training during which the student is expected to master a set of skills related to their VET program. As the placements take place over a number of weeks, students will begin to feel part of a team and complete a series of tasks allocated to them, just like other employees.

More information can be found on the department's School to Work (S2W) Statewide Portal

<https://workplacements.education.vic.gov.au>,

or the VCAA Get VET's page

<https://www.vcaa.vic.edu.au/student-guides/get-vet/structure-workplace-learning>

## School Based Apprenticeships & Traineeships (SBAT'S)

### What is a School Based Apprenticeship or Traineeship?

A school-based apprenticeship or traineeship (SBAT) gives a student paid on-the-job training while they complete secondary school.

SBATs combine part-time employment with training toward a nationally recognised vocational education and training (VET) qualification. Students can receive credit for their SBAT towards the VCE, VCE Vocational Major or Victorian Pathways Certificate.

SBATs are available in a wide range of jobs and industry areas including emerging technologies, health, hospitality, business, construction, engineering and community care.

SBAT are a unique way for students to:

- make a start on their career before finishing school
- get paid for time spent working and learning
- get hands-on training that leads to a VET qualification and provides credit towards school
- finish school with a competitive edge in the employment market.

**An SBAT is targeted to students who are committed to vocational education and have completed work placement in their chosen industry before commencement. 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?

Head Start is a program that supports students in years 10-12 to participate in a school-based apprenticeship and traineeship (SBAT) program to develop skills, capabilities and confidence that employers in growth industries need.

SBAT students receive paid on-the-job training that contributes to their VCE, VCE Vocational Major or VPC and leads to a qualification.

Head Start teams are based in 12 school-based hubs across Victoria and provide wrap-around support for SBAT students. Laura Germano is based at Monterey Secondary College every second Wednesday in the Careers Space.

Each student completing an SBAT with Head Start receives:

- career planning advice from their school career practitioner to find the right pathway
- a plan for their pathway into a priority industry career, tailored to their specific needs and the needs of their employer
- one-on-one support from a Head Start coordinator to keep them on the right track
- quality-assured training through TAFEs and Skills First providers
- a secondary certificate such as the VCE, VCE Vocational Major or VPC
- completion or significant progress towards a qualification such as a Certificate III or IV
- payment of a fair training wage.

Before their apprenticeship or traineeship formally begins, the student completes a work trial to make sure they, their parents, their school and the employer are confident the placement is suitable.

Depending on employer and student needs, Head Start can support students to increase their hours of paid employment as they progress through their studies. For example, a student might have paid employment for:

- 2 days per week in year 11
- 2-3 days per week in year 12.

SBAT students can work at their place of employment on weekends and in the school holidays. Depending on the stage of their training plan, they can transition into a full-time apprenticeship or traineeship when they leave school. Year 12 can be done over 2 years if needed.

Head Start also supports students in their first year after leaving school, to help make their transition into full-time training and employment an easier process.

Students can join the Head Start program by talking to Amy Joseph or Kellie Ludwig in the Careers space, who will connect them with Laura Germano.

More information can be found here <https://www.vic.gov.au/head-start-apprenticeships-and-traineeships>

## 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 2026

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.
<b>A great choice if you ...</b>	<b>A great choice if you...</b>	<b>A great choice if you...</b>
• 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 2026 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 2026 subjects being offered.**

Student choice will be the determining factor on how much the 2026 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 '**2026 Year 11 Senior Course Selection & Consent Form**' (see next page)
  - Printed copies of this form will be available at the **Information Night on July 31st** and from the Senior Sub School office
- Book a Course Counselling appointment for **Thursday August 14<sup>th</sup>** via Compass
  - **Bookings will be open during week 2 of Term 3 (Week of July 28<sup>th</sup>)**
- 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

## 2026 Year 11 Senior Course Selection &amp; 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 2026.					
Tick for Yes, leave blank for No.	Studying in 2025	Continue in 2026	Tick for Yes, leave blank for No.	Studying in 2025	Continue in 2026
VCE Biology	<input type="checkbox"/>	<input type="checkbox"/>	VET Building & Construction	<input type="checkbox"/>	<input type="checkbox"/>
VCE Psychology	<input type="checkbox"/>	<input type="checkbox"/>	VET Music Performance	<input type="checkbox"/>	<input type="checkbox"/>
<p>Please select the Senior Pathway you would like you complete in Year 11 2026. Tick one only.</p> <p> <b>VCE (Complete Section 1)</b>    <input type="checkbox"/>              <b>VCE VM (Complete Section 2)</b>    <input type="checkbox"/>              <b>VPC (Complete Section 3 )</b>    <input type="checkbox"/> </p>					
Section 1: Complete this section only if you selected VCE					
<ul style="list-style-type: none"> <li>All students completing VCE are choosing a scored pathway and must choose from the scored VCE and VCE VET options listed below.</li> <li>You will automatically be enrolled in <b>VCE English</b>. <b>VCE General Math is highly recommended</b>.</li> <li>You must complete <b>4</b> other Scored VCE/VCE VET studies</li> <li>Please rank the subjects below in <b>preference order</b> from 1-7 with 1 being your most preferred subject and 7 being your least preferred subject</li> </ul>					
VCE General Math		VCE VET Sport & Rec			
VCE Psychology		VCE VET Hospitality			
VCE Biology		VCE VET Health			
VCE Business					
<p>Please indicate below if there are other subjects not on the above list that you would be interested in studying as part of a scored program (e.g VCE Legal Studies, VCE Chemistry)</p> <div style="border: 1px solid black; height: 80px; margin-top: 10px;"></div>					
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 ☐

VCE VM with 2 VET ☐

Please select your chosen VET Certificate(s) below. Please rank your top 3 VETs from 1 to 3 with 1 being your most preferred option.

**Certificate II Hospitality**

**Certificate II in Visual Arts (1 Yr)**

**Certificate II Cookery**

**Certificate II in Community Services (1 Yr)**

**Certificate III Sport & Rec**

**Certificate III in Music – Sound Production**

**Certificate III Health Services Assistance**

**Certificate III in Music – Music Performance**

**Certificate II in Construction Pathways (Building and Construction)**

**Certificate II Horticulture**

**Certificate II in Furniture Making**

**\*External VET**

**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**

**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: \_\_\_\_\_

## 2026 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 2026.

**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 Mears or Mrs Greenwood prior to Course Counselling if you are continuing in your current program.

<b>Student Name:</b>	<b>Current Home Group:</b>
<b>Career or Pathway:</b>	
<b>Current Year 11 Program 2025</b>  <b>Please circle VCE / VCE VM / VPC</b>	<b>Proposed Year 12 2026 Program</b>  <b>Please circle VCE / VCE VM / VPC</b>
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



## 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:

- Personal response to a set text

##### Outcome 2 - Crafting :

- Create at least one text that demonstrates 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 one written text that shows 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

**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

VCE Biology is the study of living organisms, their structure, function, growth, evolution, and interactions. Students explore how cells maintain life, how multicellular organisms regulate their internal environments, how traits are inherited through genes, and how populations evolve in response to environmental changes. Across Units 1-4, students apply their theoretical knowledge to conduct scientific experiments, examine bioethical issues and apply ethical frameworks to contemporary biological issues within society. Biology is a foundational subject for students interested in pathways such as nursing, medical science, veterinary science and environmental careers.



### Unit 1: How do organisms regulate their functions?

In Unit 1, students study the molecular world of the cell, including cellular structure and function. They learn about systems within plant and animal life, including the excretory, digestive and endocrine system, and how organisms maintain homeostasis. Students design and carry out their own experiment related to an area of their choosing relating to the functioning of animal or plants. They plan a method, collect and analyse data, and present their findings in a scientific poster.

**Area of Study 1:** How do cells function?

**Area of Study 2:** How do plant and animal systems function?

**Area of Study 3:** How do scientific investigations develop understanding of how organisms regulate their functions?

### Unit 2: How does inheritance impact on diversity?

Students delve into the principles of inheritance and the role of DNA in transmitting genetic information. They study heredity, including the use of pedigree charts and Punnet squares to examine how traits are passed on. They investigate how genetic variation contributes to the diversity of living organisms and explore the impact of environmental factors on gene expression. They investigate the diversity of ecosystems and animal adaptations.

**Area of Study 1:** How is inheritance explained?

**Area of Study 2:** How do inherited adaptations impact on diversity?

**Area of Study 3:** How do humans use science to explore and understand the diversity of life?

### Unit 1 and 2 Assessment

Unit 1 and 2 are assessed through school assessed coursework. This is in the form of both written and laboratory practical work and may include responses to a set of questions, response to a bioethical issue, case study analysis or reflective annotations of a logbook of practical activities.

### Unit 3: How do cells maintain life?

In Unit 3, students study the structure and function of nucleic acids and proteins, including the relationship between DNA and proteins. They study DNA manipulation techniques and applications of genetic engineering, including ethical implications. They also examine biochemical pathways that keep organisms alive, including cellular respiration and photosynthesis.

**Area of Study 1:** What is the role of nucleic acids and proteins in maintaining life?

**Area of Study 2:** How are biochemical pathways regulated?

**Unit 4: How does life change and respond to challenges over time?**

In Unit 4, students explore how the human immune system and the ways pathogens like viruses and bacteria evade immune responses. They investigate the development of immunity in individuals and populations and the challenges of managing emerging diseases. Students also study evolutionary biology, examining how species change over time through natural selection, genetic drift, and speciation. They explore the evidence for evolution, including fossils, and comparative anatomy, and consider how modern techniques are reshaping our understanding of human evolution and relationships among species.

**Area of Study 1:** How are species related over time?

**Area of Study 2:** How do humans impact on biological processes?

**Unit 3 and 4 Assessment**

Unit 3 and 4 is assessed through school assessed coursework throughout the year (50%) and an external examination at the end of the year (50%).

School Assessed Coursework includes:

- Comparison and evaluation of three student practical activities
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a scientific poster
- Analysis and evaluation of a contemporary bioethical issue
- Analysis and evaluation of a selected biological case study
- Analysis and evaluation of primary and/or secondary data

**Scoring**

Students enrolled in Unit 3 and 4 who complete SACs and the end-of-year external examination are eligible for a study score to contribute to their ATAR.

## VCE Business Management



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

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

### Unit 1 - Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

**Area of Study 1** – The business idea

**Area of Study 2** – Internal business environment and planning

**Area of Study 3** – External business environment and planning

### Unit 2 – Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

**Area of Study 1** – Legal requirements and financial considerations

**Area of Study 2** – Marketing a business

**Area of Study 3** – Staffing a business

**Assessment for Unit 1 & 2**

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

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- development of a business plan and/or feasibility study
- an interview with and a report on a chosen business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

**Unit 3 – Managing a business**

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

**Area of Study 1** – Business foundations

**Area of Study 2** – Human resource management

**Area of Study 3** – Operations Management

**Unit 4 – Transforming a business**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

**Area of Study 1** – Reviewing performance- the need for change

**Area of Study 2** – Implementing change

**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

**Weighting is as follows:**

**Unit 3 School-assessed Coursework:** 25 per cent

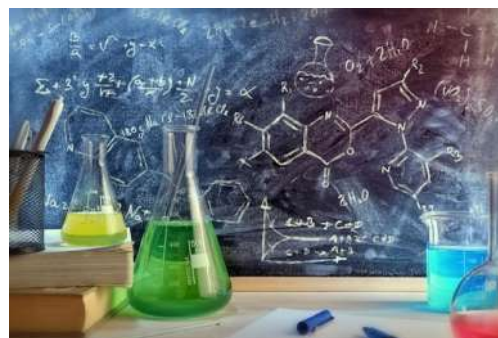
**Unit 4 School-assessed Coursework:** 25 per cent

**End-of-year examination:** 50 per cent



## VCE Chemistry

VCE Chemistry focuses on the composition and behaviour of matter and the chemical processes that shape the physical world. Students investigate atomic and molecular structures, how substances interact and change, and the energy transformations involved in chemical reactions. They study analytical techniques, organic chemistry, chemical synthesis, and reaction pathways, with an emphasis on sustainability and real-world applications. Chemistry is essential for careers in medical science, pharmacy, forensic science, chemical and environmental engineering, food technology, and materials science.



### Unit 1: How can the diversity of materials be explained?

In this unit, students explore the chemical properties of elements and compounds, focusing on the periodic table and chemical bonding. They investigate the structure and properties of metals, non-metals, and compounds, and how these relate to their uses in everyday materials.

**Area of Study 1:** How can knowledge of the elements explain the properties of matter?

**Area of Study 2:** How can the versatility of non-metals be explained?

**Area of Study 3:** How can the versatility of metals be explained?

### Unit 2: How do chemical reactions shape the natural world?

Students examine various types of chemical reactions, including acid-base and redox reactions. They learn about the quantitative aspects of chemistry, such as stoichiometry and solution concentrations, and apply analytical techniques to identify substances and monitor chemical processes.

**Area of Study 1:** How do chemicals interact with water?

**Area of Study 2:** How are chemicals measured and analysed?

**Area of Study 3:** How do quantitative scientific investigations develop our understanding of chemical reactions?

### Unit 1 and 2 Assessment

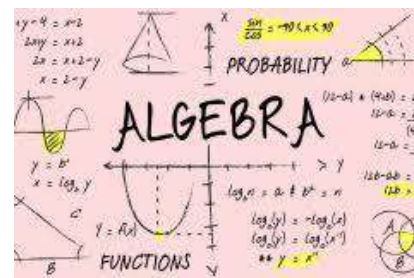
Unit 1 and 2 are assessed through school assessed coursework. This is in the form of both written and practical work and may include responses to a set of questions, problem-solving, and applying chemistry concepts and skills to real-world contexts

School Assessed Coursework includes:

- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- Analysis and evaluation of primary and/or secondary data
- Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

## 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                             | • summary notes or review notes. |
| • Assignments                           | • modelling tasks                |
| • Tests                                 | • problem-solving tasks          |
| • solutions to sets of worked questions | • 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

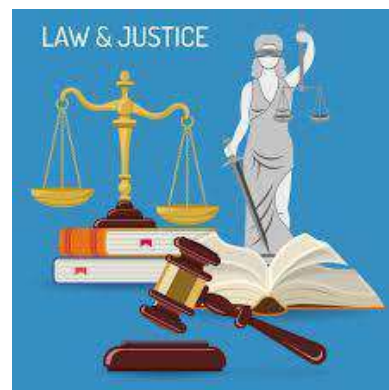
#### External:

- 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 Physics

VCE Physics explores the fundamental principles that govern motion, energy, and the structure of the universe. Students learn how physical laws apply to systems ranging from subatomic particles to galaxies. Topics include classical mechanics, fields and waves, electricity, light and sound, and modern physics including quantum and nuclear phenomena. By modelling and analysing physical systems, students develop problem-solving and analytical skills. Physics is a key subject for students considering careers in engineering, aviation, architecture, astrophysics, robotics, computer science, data science, and other technical or scientific fields.



### Unit 1: How is energy useful to society?

In this unit, students study the principles of energy transfer and transformation. They explore the concepts of heat, light, and nuclear energy, examining their applications in technology and society. Practical investigations help students understand the laws governing energy conservation and efficiency.

**Area of Study 1:** How are light and heat explained?

**Area of Study 2:** How is energy from the nucleus utilised?

**Area of Study 3:** How can electricity be used to transfer energy?

### Unit 2: How does physics help us to understand the world?

Students investigate motion, forces, and the behavior of waves. They apply Newton's laws to analyze everyday phenomena and explore the properties of mechanical waves and light. The unit includes options for specialized studies, such as astrophysics or medical physics, allowing students to delve into areas of personal interest.

**Area of Study 1:** How is motion understood?

**Area of Study 2:** Options (choose one):

- How is scientific inquiry used to investigate fields in physics?
- How does physics explain climate change?
- How do fusion and fission compare as viable nuclear energy power sources?
- How do heavy things fly?
- How is radiation used to maintain human health?
- How does the human body use electricity?
- How is physics used in photography?
- How do instruments make music?
- How can performance in ball sports be improved?
- How do astrophysicists investigate stars and black holes?
- How can we detect possible life beyond Earth's Solar System?
- How do particle accelerators work?
- How does physics explain the origins of matter?

### Unit 1 and 2 Assessment

Unit 1 and 2 are assessed through school assessed coursework. This is in the form of both written and practical work and may include responses to a set of questions, problem-solving, and applying physics concepts and skills to real-world contexts

## 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 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 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 contracts, government websites 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**

**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



**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

# VPC Literacy

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 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.

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 2: Understanding and Creating Digital Texts

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.

'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.

## Module2: Informed Discussion

‘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

## VET/ VCE VET Studies

## Certificate II in Community Services

**COURSE OUTLINE**

<b>Training Provider:</b>	Ripponlea Institute (RTO - 21230)
<b>Course Code:</b>	CHC22015
<b>Location:</b>	Monterey SC
<b>Duration:</b>	1-Year Program
<b>Day/Time:</b>	TBA
<b>Audience:</b>	Year 11 & Year 12 VCE-VM Students

**Description:**

The Certificate II in Community Services provides students with the necessary knowledge and skills to engage in job roles within a range of community organisations in the service industry. Students learn to work with people of diverse backgrounds, engage safely in their role and provide support. They develop the skills to organise their time and tasks, follow procedures, and respond effectively to the needs of the people with whom they work.

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

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:****Core Units**

- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTWHS001 Participate in workplace health and safety
- BSBWOR202 Organise and complete daily work activities

**Elective Units**

- CHCVOL001 Be an effective volunteer

HLTAID010 Provide basic emergency life support  
 FSKLRG09 Use strategies to respond to routine workplace problems  
 FSKOCM07 Interact effectively with others at work

### 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:

Activities within the sector predominantly fall into two categories:

- Direct community service activities provided to individuals and families
- Community sector activities, including working with groups and communities, social planning, advocacy and social action, assistance to other organisations

The main aim of the community services sector is to 'provide support to sustain and nurture the functioning of individuals, families and groups, to maximise their potential and to enhance community wellbeing. Community support services are diverse and range from care and information activities to referrals and interventions with respect to working with families, children and vulnerable members of the community.

The workforce encompasses a diverse range of job roles and functions in the industries of:

- Housing
- Health
- Education
- Aged services

Job roles can include:

- |                                    |                          |
|------------------------------------|--------------------------|
| • Family Support Worker            | Refugee Support Worker   |
| • Community services worker        | Volunteer Support Worker |
| • Community development worker     | Recreation Officer       |
| • Welfare Support Worker           | Community Arts Worker    |
| • Residential Care Worker          | Youth worker             |
| • Chaplain or pastoral care worker |                          |

### Further Study:

- CHC32015 Certificate III in Community Service
- CHC42015 Certificate IV in Community Services
- CHC52015 Diploma 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.**

**Certificate II in Construction Pathways (Building and Construction)****COURSE OUTLINE:**

<b>Training Provider:</b>	AIET (RTO - 121314)
<b>Course Code:</b>	CPC20220
<b>Location:</b>	MSC
<b>Duration:</b>	2-Year Program
<b>Day/Time:</b>	TBA
<b>Audience:</b>	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: 1<sup>st</sup> 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 Cookery Certificate II in Cookery



### COURSE OUTLINE:

<b>Training Provider:</b>	VEG Education
<b>Course Code:</b>	SIT20421
<b>Location:</b>	Monterey SC
<b>Duration:</b>	2-Year Program
<b>1<sup>st</sup> Year Day/Time:</b>	TBA
<b>2<sup>nd</sup> Year Day/Time:</b>	TBA
<b>Audience:</b>	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 Furnishing Certificate II in Furniture Making

### COURSE OUTLINE:

<b>Training Provider:</b>	AST
<b>Course Code:</b>	MSF20516
<b>Location:</b>	MSC
<b>Duration:</b>	2-Year Program
<b>Day/Time:</b>	TBA
<b>Audience:</b>	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: 1<sup>st</sup> 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: 2<sup>nd</sup> 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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## VCE VET Health Certificate II and III in Health Services Assistance

### COURSE OUTLINE

<b>Training Provider:</b>	IVET
<b>Course Code:</b>	HLT23215
<b>Location:</b>	MSC
<b>Duration:</b>	2-Year Program
<b>VCE Day/Time:</b>	TBA
<b>VCE-VM Day/Time:</b>	TBA
<b>Audience:</b>	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 II in Horticulture



### COURSE OUTLINE:

**Training Provider:**

**Course Code:**

Horticulture

**Location:**

Monterey SC

**Duration:**

2-Year Program

**1<sup>st</sup> Year Day/Time:**

TBA

**2<sup>nd</sup> Year Day/Time:**

TBA

**Audience:**

Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students

Advance RTO 4016

AHC20422 Certificate II in

### Description:

The Certificate II in Horticulture is suitable for entry level participants who are seeking a career as a nursery hand, gardener or grounds person within the horticulture industry.

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

Credit in the VCE (including VCE VM and VPC): recognition of up to four VCE VET units at Units 1 and 2 level, and a VCE VET Unit 3–4 sequence.

Students who receive a VCE VET Unit 3–4 sequence for Certificate II Horticulture will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

### Units of Study: Years 1 & 2

#### Core Units

AHCMOM203	Operate basic machinery and equipment
AHCPCM204	Recognise plants
AHCPGD207	Plant trees and shrubs
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL203	Assist with soil or growing media sampling and testing
AHCWHS202	Participate in workplace health and safety processes
AHCWRK211	Participate in environmentally sustainable work practices

#### Electives

AHCLSC206	Assist with landscape construction work
AHCNSY205	Pot up plants
AHCNSY206	Care for nursery plants
AHCNSY207	Undertake propagation activities
AHCPER222	Use and maintain basic hand tools and equipment for garden and farm
AHCPGD208	Prepare and maintain plant displays
AHCPGD209	Prune shrubs and small trees

### Structured Workplace Learning

Recommended but not mandatory

**Job Opportunities:**

Nursery worker  
Assistant landscaper  
Assistant parks worker  
Gardener  
Market gardens worker  
Pathway to Apprenticeships

**Further Study:**

AHC30722 - Certificate III in Horticulture  
AHC31024 - Certificate III in Parks and Gardens  
AHC30921 - Certificate III in Landscape Construction  
AHC31124 - Certificate III in Nursery Operations

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

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## VCE VET Hospitality Certificate II Hospitality

### COURSE OUTLINE:

<b>Training Provider:</b>	VEG Education
<b>Course Code:</b>	SIT20322
<b>Location:</b>	MSC
<b>Duration:</b>	2-Year Program
<b>Day/Time:</b>	TBA
<b>Audience:</b>	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.*

*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 – Music Performance

**COURSE OUTLINE:**

**Training Provider:** COSAMP (RTO - 41549)  
**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 – Sound Production

**COURSE OUTLINE:**

<b>Training Provider:</b>	COSAMP (RTO - 41549)
<b>Course Code:</b>	CUA30920
<b>Location:</b>	MSC
<b>Duration:</b>	2-Year Program
<b>Day/Time:</b>	TBA TBA
<b>Audience:</b>	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.

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 Sport & Recreation Certificate II and III in Sport & Recreation

### COURSE OUTLINE:

<b>Training Provider:</b>	Saville
<b>Course Code:</b>	SIS30115
<b>Location:</b>	MSC
<b>Duration:</b>	2-Year Program
<b>Day/Time:</b>	TBA
	TBA
<b>Audience:</b>	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: 1<sup>st</sup> Year

- HLTWHS001 - Participate in Workplace Health and Safety
- SISXEMR003 - Respond to Emergency Situations
- SISXIND011 - Maintain sport, fitness and recreation industry knowledge
- SISSPAR009 - Participate in conditioning for sport
- SISXFAC006 - Maintain Activity Equipment
- SISSSOF002 Continuously Improve Officiating Skills and Knowledge
- SISOFLD001 - Assist in conducting recreation sessions
- HTLAID011 - Provide First Aid
- SISXCCS004 - Provide Quality Service

### Sample Units of Study: 2<sup>nd</sup> Year

- SISSSCO001- Conduct sport coaching sessions with foundation level participants
- SISXPLD004- Facilitate groups
- SISXPLD002- Deliver recreation sessions
- BSBWHS308- Participate in WHS hazard identification, risk assessment and risk control processes

### 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.

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 Visual Arts

### COURSE OUTLINE:

<b>Training Provider:</b>	COSAMP (RTO - 41549)
<b>Course Code:</b>	CUA20720
<b>Location:</b>	MSC
<b>Duration:</b>	2-Year Program
<b>Day/Time:</b>	TBA
<b>Audience:</b>	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: 1<sup>st</sup> 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: 2<sup>nd</sup> 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        | ● Animator       |
| ● Artist             | ● Art Teacher    |
| ● Artist assistant   | ● Art therapy    |
| ● Arts Administrator | ● Collage artist |
| ● Web Designer       | ● Art critic     |
|                      | ● Game artist    |

**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***