



GISBORNE Secondary College

Respect Achievement Innovation Diversity

VCE - Vocational Major and Victorian Pathways Certificate Information Handbook



Principal: Sarah Rose

Gisborne Secondary College

Melton Rd, Gisborne, 3437

Telephone: (03)5428 3691

Fax: (03)5428 4018

website: www.gisbornesc.vic.edu.au

email: gisborne.sc@education.vic.gov.au

Table of Contents

Senior Secondary Certificate Overview	3
The new certificate framework	3
Choosing a Senior Program	5
Who can assist you in the decision making process?	5
Additional information that can support students with their program selection:	5
VCE-VM Course Selection Checklist	6
Victorian Pathways Certificate (VPC)	7
What Do I Get After Successfully Completing The VPC At GSC?	7
VPC Requirements	7
Attaining a Pass in VPC	7
Assessment	7
What do I need to do to get into VPC?	7
Victorian Certificate of Education – Vocational Major (VCE-VM)	8
What Do I Get After Successfully Completing The VCE-VM At GSC?	8
VCE-VM Requirements	8
Attaining a Pass in VCE-VM	8
Assessment	9
Attendance and Progressions Policy	9
What do I need to do to get into VCE-VM?	9
Senior School Program Application Process	10
VCE-VM Camps, Excursions and Activities	11
Unit 1 and 2	11
Unit 3 and 4	11
Subjects and Strands in the VCE-VM	12
Can I pick my subjects in the VCE-VM/VPC?	12
What is the VCE-VM’s Weekly Structure?	12
VCE-VM STRANDS SUBJECTS OFFERED 2023	13
VM - Literacy	14
VM - Numeracy	18
VM – Personal Development	28
VM – Work Related Skills	32
INDUSTRY SPECIFIC SKILLS COMPONENTS 2023	36
School Based Apprenticeships and Traineeships	37
Structured Workplace Learning	42
Vocational Education and Training	47
Appendices	50
1. Course Selection Planning Sheet VCE-VM	50
2. VCE-VM Application	50

Senior Secondary Certificate Overview

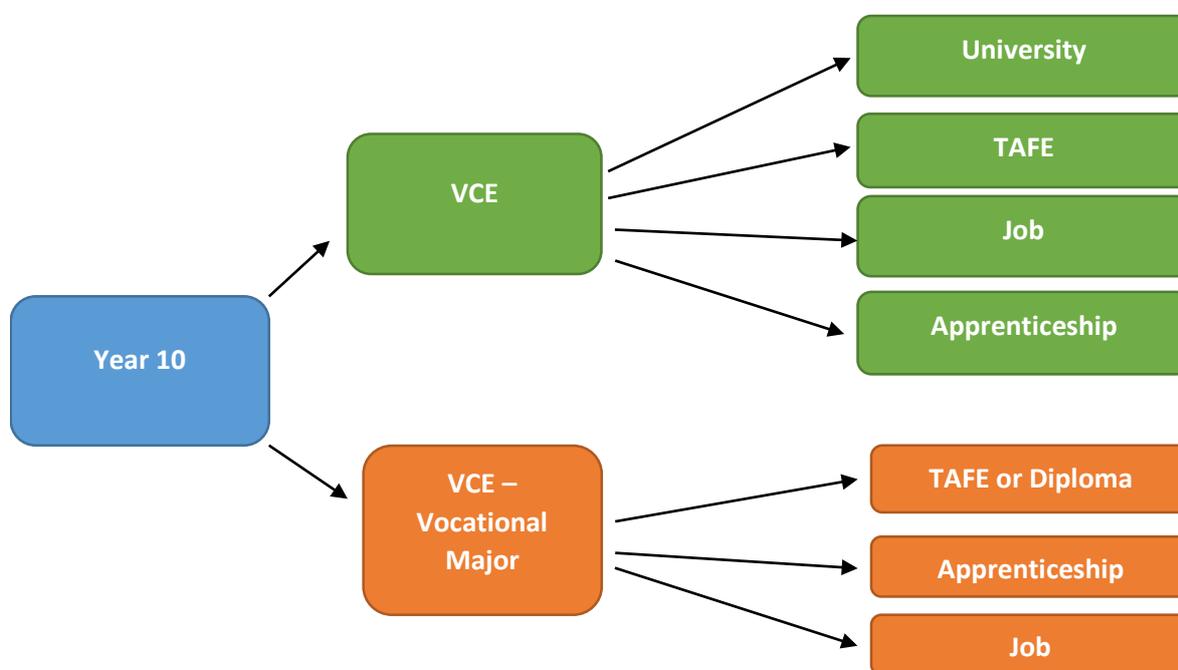
Victoria is moving to a new integrated senior secondary certificate that will bring together the VCE and the Victorian Certificate of Applied Learning (VCAL).

The new certificate framework

For Year 11 and 12, Gisborne Secondary College offers two programs in which students aim to complete their Senior School Certificate across the two years.

- The Victorian Certificate of Education, commonly known as the **VCE**.
- The Victorian Certificate of Education – Vocational Major, commonly known as the **VCE-VM**
 - The VCE Vocational Major will replace the existing VCAL at the Intermediate and Senior levels. The VCE Vocational Major is a 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways).

The below diagram outlines the future pathways connected to each certificate.



For students who are not yet ready to participate in the VCE or VCE-VM the Victorian Pathways Certificate (VPC) may be an appropriate option. The VPC is an inclusive Year 11 and 12 certificate that will replace VCAL at the Foundation level. The VPC is benchmarked at Australian Qualifications Framework Level 1 and not recognised as a senior secondary certificate of education. This certificate is designed to assist students in the transition to VCE, the VCE-VM, alternative training or employment. Enrollment into the VPC on an as-needs basis, with discussions family about the VPC's suitability for a student best conducted between the school, student and their family.

This handbook describes the initial VCE-VM program offerings for 2023. From it, students will complete their 'application for a VCE-VM program'. These applications will then provide a basis for the final unit offerings and the structure of the college program.

Students who wish to study within the VCE or access more information should refer to the VCE Handbook.

Please Note:

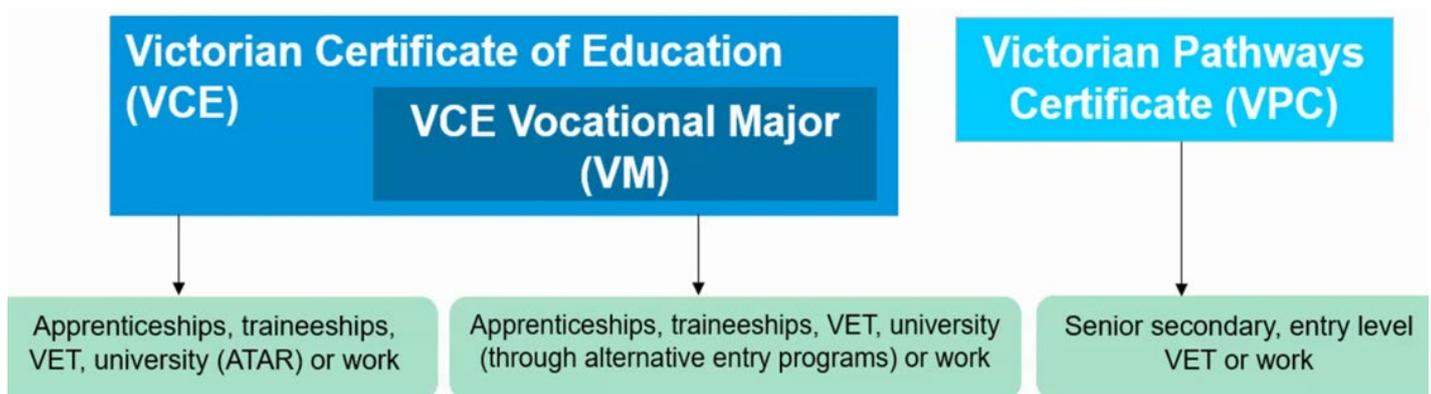
Classes can only run if there are sufficient numbers. If there are insufficient numbers for a particular subject, students will be asked to select an alternative subject.

If a subject combination is not possible due to timetable restrictions students will be asked to select an alternative subject.

Year 11 students may be able to make minor revisions to their programs at mid-year and end of year in consultation with their year level coordinator/careers team.

All current Year 10 students will be offered course advice (at the course advisors sessions) regarding their choice of program. Current Year 11 students looking for course advice should contact their year level coordinator or the careers office.

Senior students make a valuable contribution to Gisborne Secondary College by leading by example. There are high expectations of all students, in relation to their behaviour, attitude, work habits, attendance, and uniform. It is expected that senior students display a fine sense of responsibility, care and initiative in all aspects of their school life.



Choosing a Senior Program

When choosing a program, it is important to consider the following factors:

- Your interests and motivation
- Known ability and performance in particular subject areas
- Select a program and is consistent with your future career, whilst keeping all your options open. Research any prerequisites that may be required for a particular course or career.

Who can assist you in the decision making process?

- Your teachers, year level co-ordinators, and sub-school leaders – these people know you and your capabilities, and are a wealth of information.
- Teachers of subjects you are interested in selecting (listed at the bottom of each subject description in this book).
- The Careers Team can help with information regarding careers and pre-requisite subjects.
- Your parents/carers – they know you best!
- Attend a Course Advising session – On the course advising day you have the chance to talk with a trained course advisor who will discuss your plans with you. If you are having difficulty sorting out your course selection and need further assistance, they will arrange another interview for you with a member of the Senior school team.

Additional information that can support students with their program selection:

Further information that can support students with their program selection includes:

- Where to now? Guide to the VCE, VCE-VM and Apprenticeships and Traineeships.

<https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

- Tertiary Entrance Requirements 2024 (for current Year 10's)

https://pronto-core-cdn.prantomarketing.com/2/wp-content/uploads/sites/1783/2021/07/prerequisites_for_2024.pdf

- Tertiary Entrance Requirements 2023 (for current Year 11's)

http://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2023.pdf

Please see Mr Tikulin or Ms Gossip in the Careers Office for further information about these and other resources.

VCE-VM Course Selection Checklist

1	Research thoroughly the subjects offered.	<input type="checkbox"/>
2	Know what pre-requisite subjects you need for post-secondary studies.	<input type="checkbox"/>
3	Discuss your options with your current teachers/coordinators	<input type="checkbox"/>
4	Discuss your options with your family.	<input type="checkbox"/>
5	Do your subject selections give you a range of pathway options?	<input type="checkbox"/>
6	Attend the GSC Subject Expo (Tuesday 19th of July).	<input type="checkbox"/>
7	Book in for a Course Advising Interview (Thursday 21st of July for Year 10 into Year 11).	<input type="checkbox"/>
8	If you are applying to be in VCE-VM, ensure you submit hard copies of your application sheets to the office by recess on Friday 29th August .	<input type="checkbox"/>
9	Double check your choices.	<input type="checkbox"/>
10	Ensure you submit your selections online, by the due date August 14th .	<input type="checkbox"/>



Respect Achievement Innovation Diversity

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life. The VPC is designed to develop and extend pathways for young people, while providing flexibility.

What Do I Get After Successfully Completing The VPC At GSC?

While the VPC is not a senior secondary qualification, it can be a pathway into the VCE or VCE-VM. The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework.

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.

VPC Requirements

Attaining a Pass in VPC

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE and VCE-Vocational Major studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC.

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. VPC units have been designed to align to the VCE VM units to enable VCE VM and VPC students to be the same classroom.

Assessment

Each VPC unit of study has modules with specified learning goals. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. The VPC studies are standards-based. All assessments for the achievement of learning goals are school-based and assessed through a range of assessment activities and tasks. Schools will report a student's result for each module as S (Satisfactory) or N (Not Yet Complete).

There are no external assessments for VPC students. VPC studies do not contribute to the ATAR.

What do I need to do to get into VPC?

VPC enrolment is not for everyone and will be discussed with eligible students as part of their VCE-VM application process.

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

The Victorian Certificate of Education – Vocational Major (VCE-VM) provides students with practical work experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

VCE-VM is a two-year pathways-based certificate. This means that students who are in the Vocational Major stream of the VCE are likely to be interested in going on to do further training at a Technical and Further Education (TAFE) institute, commencing a diploma, starting an apprenticeship, or seeking employment.

The VCE Vocational Major allows students to experience:

- flexible timetables that allow study at school, TAFE and work
- opportunities for real-life workplace learning and training
- subjects that build skills and prepare for life after school
- greater access to high quality VET learning, either in school, a neighbouring school or a local TAFE

What Do I Get After Successfully Completing The VCE-VM At GSC?

If you successfully complete your VCE-VM program at GSC, you will receive a Victorian Curriculum and Assessment Authority accredited VCE-VM Certificate. The VCE-VM is made up of accredited courses and units, as students complete units and short certificate course these will be recorded on an individual's Statement of Result. All VCE, VCE-VM or VET studies undertaken as part of a student's senior secondary program are recorded in the Statement of Results.

Students who elect to complete the VCE-VM will not be eligible for the ATAR.

VCE-VM Requirements

Attaining a Pass in VCE-VM

Each VCE-VM unit includes a set of outcomes. Students must demonstrate satisfactory understanding of each outcome to achieve a satisfactorily complete the unit. Understanding of each outcome can be demonstrated through formal assessment tasks (SAT's and SAC's) as well as ongoing coursework completed during class.

The VCE-VM's flexibility enables learning that suits individual interests and learning needs. To gain their VCE-VM certificate students undertake units from compulsory strands. To achieve their VCE-VM, students must satisfy the VCAA requirements for 'satisfactory completion' of the VCE-VM:

- 16 units including:
 - o Three Literacy or VCE English units (including a Unit 3 and 4 sequence)
 - o Three other unit 3 and 4 sequences in total
 - o Two Numeracy or VCE Mathematics units
 - o Two Work Related Skills units
 - o Two Personal Development Skills
 - o 180 nominal hours of VET at Certificate II level or above

Assessment

Units 1 and 2 (Year 11)

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the VCAA Study Design. Procedures for the assessment of levels of achievement are determined by the College in accordance with the College's VCE Satisfactory Completion Policy. Assessment of a student's level of achievement is by a combination of coursework, School Assessed Coursework and internal examinations.

Units 3 and 4 (Year 12)

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the Study Design. A student's level of achievement is by a combination of coursework, School Assessed Coursework, and external examinations.

Please note, VCE-VM studies do not contribute to the ATAR.

Attendance and Progressions Policy

Gisborne Secondary College has a policy within the Senior School whereby students are required to meet certain benchmarks in order to access automatic progression to the next year level. These benchmarks are outlined below. In order for students to be set up for success in their Senior Secondary Certificate (VCE or VCE-VM) it is essential that they continue their learning growth. Attendance and academic performance are important indicators of how a student is tracking.

Should a student not meet the benchmarks for automatic progression, a student support group meeting will be called and will determine the best pathway for the student and what supports can be implemented to achieve a positive outcome. A student support group meeting, or SSG, is made up of the student, their parent or guardian, and the appropriate school personnel (including their current coordinator and Senior School Staff).

At Year 11 students will:

- √ Attain an S for unit 1 and 2 Literacy
- √ Attain 90 nominal hours of Industry studies (VET/SBAT)
- √ Attain an S in at least 8 units (in total)
- √ Have an attendance rate higher than 80%

What do I need to do to get into VCE-VM?

- Demonstrate a positive attitude towards study, develop reliable work habits and achieve satisfactory results at Year 10.
- Students who do not achieve satisfactory results at Year 10 or 11 may not be granted automatic promotion to the following year. In this instance, students and their families will be required to meet with their year level coordinator, sub-school leader, or Assistant Principal to discuss entry into the following year to ensure a realistic chance of success.
- Submit a VCE-VM application to the office by recess on **Monday 29th of July**.
- Students who have submitted a VCE-VM application will need to attend and interview with Senior School and Careers staff to discuss their future goals and suitability for the VCE-VM.
- Please be aware that often the number of applications exceeds the number of places available in the VCE-VM, please ensure all paperwork is submitted on-time.

For more information about VCE-VM applications, please contact the Senior School Office.

VCE-VM Camps, Excursions and Activities

At Gisborne Secondary College, our VCE-VM students are encouraged to participate in a range of tasks and activities that reflect different themes. Across the different subject strands, teachers will often integrate themes and ideas that are studied in order to enhance understanding and application.

Unit 1 and 2

At Year 11 VCE-VM students will complete several activities including but not limited to:

- Personal Development Camp
- First Aid
- Food Handling
- Responsible Serving of Alcohol
- Self-Defence and Fitness
- Teen Mental Health First Aid
- Cooking Program
- Local Area Excursions

Unit 3 and 4

At Year 12 VCE-VM students will complete several activities including but not limited to:

- CPR Upgrade
- Personal Development Camp
- Salvation Army in Melbourne
- Loddon Prison Excursion (Corrections Centre Awareness)
- Amnesty International Interaction
- Community Engagement Activities (organised by students)
- Port of Melbourne Tour
- Interaction with Sunbury Specialist School
- CFA/SES Interactions
- Local Area Excursions

Financial Contribution

To facilitate these activities and excursions, the College requires financial contributions to be made. Families are asked to make quarterly payments (one payment per term) for students in the VCE-VM.

Additional information regarding respective Year 11 and Year 12 VCE-VM activities payments will be available early in 2023.

Please note, however, that a \$100 deposit for Year 11 Personal Development will be required during Step-Up in December 2022.

Subjects and Strands in the VCE-VM

Can I pick my subjects in the VCE-VM/VPC?

VCE-Vocational Major and Victorian Pathways Certificate have requirements and regulations about what can and cannot be undertaken as part of a student's program. There are compulsory components to the VCE-VM but it also has a degree of flexibility.

There are two aspects of the VCE-VM and VPC subject selection process:

1. Core VCE-VM/VPC Curriculum Strand Areas:

- Literacy Strand Units
- Numeracy Strand Units
- Work Related Skills Units
- Professional Development Units

In some instances, VCE subjects can contribute towards your VCE-VM mandated program. For example, VCE Mathematics contributes to the Numeracy Strand requirements for VCE-VM. If you would like to undertake a specific subject as part of your program, please speak with the Senior School. Please note, however, that all subject selection requests are timetable dependent and require teacher endorsement.

2. Industry Specific Skills Components:

- This can be comprised of VET / SBAT / Head Start Programs.
- This component requires the value of at least one credit (One unit equates to 90 nominal hours of industry module studying)

The Senior School Office and Careers Team will be able to help you develop a program that best suits your particular learning needs and interests.

What is the VCE-VM's Weekly Structure?

Monday	Tuesday	Wednesday	Thursday	Friday
Timetabled VCE-VM classes at GSC	Option 1: Structured Workplace Learning	Option 1: VET	Timetabled VCE-VM classes at GSC	Timetabled VCE-VM classes at GSC
	Option 2: VET	Option 2: Structured Workplace Learning		

VCE-VM STRANDS SUBJECTS OFFERED 2023

Strands	Unit 1 & 2 (Year 11)	Unit 3 & 4 (Year 12)
LITERACY	VM-Literacy -----	----- Senior Literacy
MATHEMATICS	Foundation Maths General Maths Maths Methods Specialist Maths	Senior Numeracy ----- ----- -----
PERSONAL DEVELOPMENT	VM-Personal Development -----	----- Senior Personal Development
WORK RELATED SKILLS	VM- Work Related Skills -----	----- Senior Work Related Skills
STRUCTURED WORKPLACE LEARNING RECOGNITION (SWLR)	Structured Workplace Learning Recognition	-----

In addition to the core subject strands listed above, all Victorian Certificate of Education – Vocational Major and Victorian Pathways Certificate students must also undertake an industry component (VET/SBAT) and Structured Workplace Learning.



Respect Achievement Innovation Diversity

VM - Literacy

The following subjects are those offered at Gisborne Secondary College in 2023 which meet the VCE-VM Literacy requirements.

PLEASE NOTE: For more detailed information about each study use the Study Design Links below.

Subject	Study Design Link	2023
VM-Literacy	https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/Index.aspx	Year 11 Only
Senior Literacy	https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/LiteracySkillsReadingandWriting.aspx	Year 12 Only



Respect Achievement Innovation Diversity

VM-Literacy

Curriculum Strand: Literacy

What is VM-Literacy?

VCE Vocational Major: Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. Literacy empowers students to read, write, speak and listen in different contexts. 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.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Literacy Aims

The study of VM-Literacy enables students to:

- develop their everyday literacy skills by thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

The content of this study will support students to achieve core skills in literacy and numeracy across the curriculum.

Scope of Study

Units 1&2, and 3&4 of VCE Vocational Major Literacy have each been divided into areas of study. Each Literacy Unit has two Areas of Study each with a specified outcome.

2023 - Year 11

Unit 1	Unit 2
<p>Area of Study 1:</p> <p style="text-align: center;">Literacy for personal use</p> <p>Area of Study 2:</p> <p style="text-align: center;">Understanding and creating digital texts</p>	<p>Area of Study 1:</p> <p style="text-align: center;">Understanding issues and voices</p> <p>Area of Study 2:</p> <p style="text-align: center;">Responding to opinions</p>

2024 - Year 12

Unit 3	Unit 4
<p>Area of Study 1:</p> <p style="text-align: center;">Accessing and understanding informational, organisational, and procedural texts</p> <p>Area of Study 2:</p> <p style="text-align: center;">Creating and responding to organisational, informational, or procedural texts</p>	<p>Area of Study 1:</p> <p style="text-align: center;">Understanding and engaging with literacy for advocacy</p> <p>Area of Study 2:</p> <p style="text-align: center;">Speaking to advise or to advocate</p>

Types of Assessment for this Subject

Suitable tasks for assessment in this subject may include the following:

- A test or series of short tests
- Responding to structured questions
- Written Pieces and Reports
- Reflective journals, such as a record of discussion or debate
- Oral Presentations
- Performances
- Research tasks
- Case studies
- Video and audio presentations, such as interviewing community members and guest speakers
- Visual presentations, such as a graphic organiser, concept/mind map or annotated poster.
- Written report or PowerPoint presentation
- End-of-Semester and End-of-Year Exam

Applied Learning

VCE Vocational Major: Literacy is based on an applied learning approach to teaching, ensuring that every student feels empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences. VM-Literacy focuses on oracy skills in addition to reading and writing. Students explore Literacy through a vocationally influenced perspective where possible to assist with their individual pathway choices.

The applied learning approach of study in Literacy is intended to meet the needs of students with a wide range of abilities and aspirations.

Employability Skills

The VCE Vocational Major Literacy study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

Employability skills accessible in VM-Literacy include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use

Who do I contact about this subject?

Ms Stephanie Cust

VM - Numeracy

The following subjects are those offered at Gisborne Secondary College in 2023 which meet the VCE-VM Numeracy requirements.

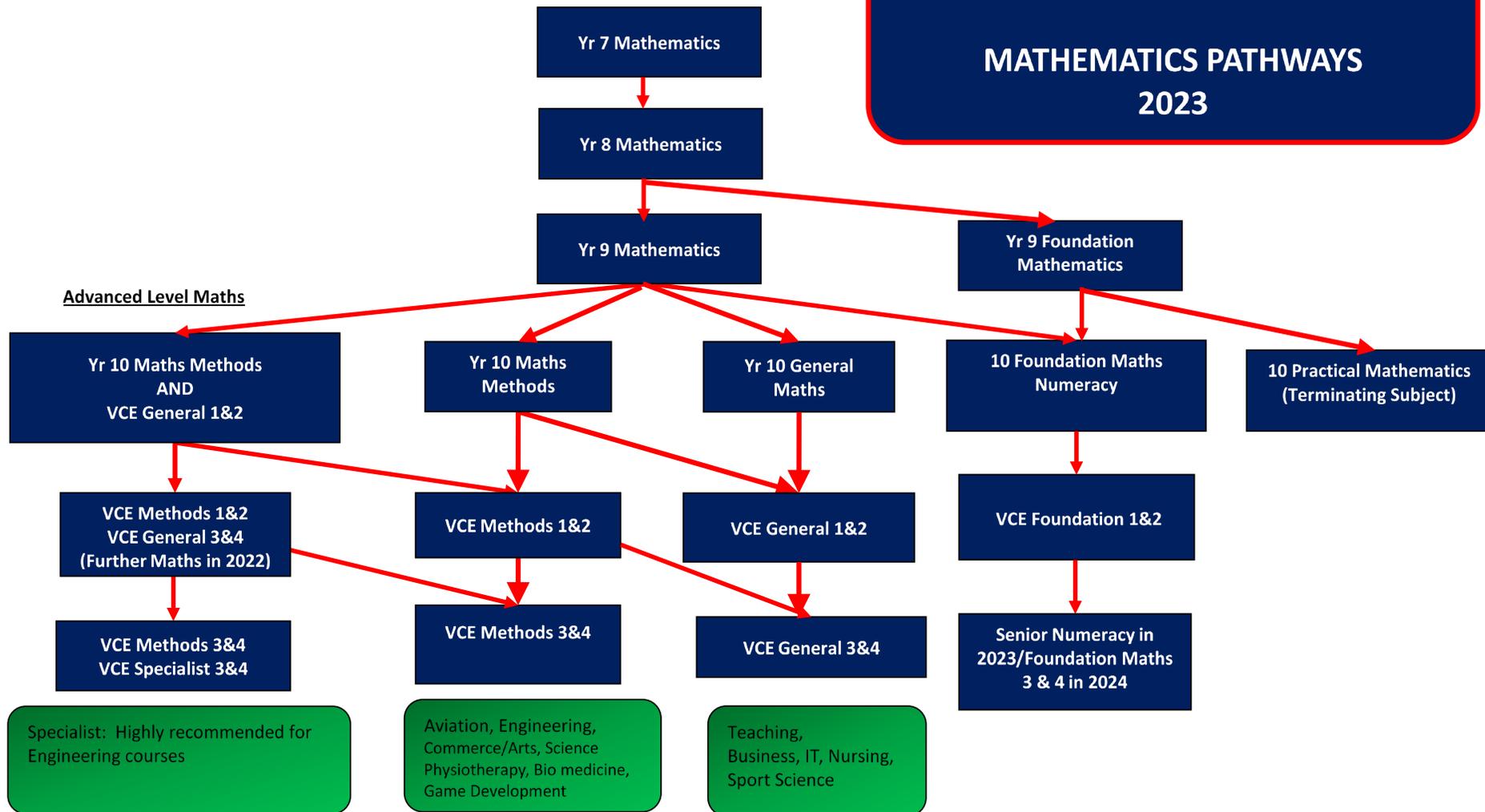
PLEASE NOTE: For more detailed information about each study use the Study Design Links below.

Subject	Study Design Link	2023
Foundation Maths Units 1 – 2	https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx	Year 11 Only
General Maths Units 1 – 4	https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx	Year 11 Only
Math Methods Units 1 – 4	https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx	Year 11 Only
Specialist Maths Units 3 – 4	https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx	Year 12 Only
Senior Numeracy	https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/NumeracySkillsUnit1.aspx	Year 12 Only



GISBORNE SECONDARY COLLEGE

MATHEMATICS PATHWAYS 2023



FOUNDATION MATHS

Curriculum Area: Mathematics

What is Foundation Maths?

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

Unit 1	Unit 2
<ul style="list-style-type: none">Algebra, number and structureData analysis, probability and statisticsDiscrete mathematics: Financial and consumer mathematicsSpace and measurementMathematical Investigation	<ul style="list-style-type: none">Algebra, number and structureData analysis, probability and statisticsDiscrete mathematics: Financial and consumer mathematicsSpace and measurementMathematical Investigation
Unit 3	Unit 4
See Senior Numeracy for 2023 Foundation Maths Unit 3 available in 2024	See Senior Numeracy for 2023 Foundation Maths Unit 3 available in 2024

Types of Assessment for this Subject

Suitable tasks for assessment in this subject may include the following:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes
- modelling tasks
- problem-solving tasks
- mathematical investigations.
- End-of-semester and end-of-year examination.

Possible Occupations That Relate To This Subject

Allied Health	Defence Force	Graphic Designer	Apprenticeship/Traineeship
Horticulturist	Hospitality Worker	Nurse	Information Technology Engineer
Office Administrator	Social Worker	Sports Coach / Trainer	Teacher

Possible further University studies (Bachelor's Degree)

Possible further TAFE studies (Diplomas & Certificates)

<p>Agriculture Aviation Environmental Science Engineering Computer Science Commerce / Accounting / Finance Design Biomedicine Business Paramedicine / Nursing Science Education</p>	<p>Diploma of Accounting Diploma of Graphic Design Cert. IV Education Support Diploma of Nursing Cert. IV Engineering Diploma Building & Construction Cert. IV Cyber Security</p>
---	---

Who do I contact about this?

Mr Aaron Freeman

GENERAL MATHS

Curriculum Area: Mathematics

What is General Maths?

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. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

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'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

Unit 1	Unit 2
<ul style="list-style-type: none">• Data analysis, probability and statistics• Algebra, number and structure• Functions, relations and graphs• Discrete mathematics• Mathematical Investigation	<ul style="list-style-type: none">• Data analysis, probability and statistics• Discrete mathematics• Functions, relations and graphs• Space and measurement• Mathematical Investigation
Unit 3	Unit 4
<ul style="list-style-type: none">• Data analysis, probability and statistics• Discrete mathematics: Recursion and financial modelling• Matrices• Networks and decision mathematics	<ul style="list-style-type: none">• Data analysis, probability and statistics• Discrete mathematics: Recursion and financial modelling• Matrices• Networks and decision mathematics

Types of Assessment for this Subject

Suitable tasks for assessment in this subject may include the following:

- The Application task is a guided investigation of a given data set with several variables. The task has three components of increasing complexity:
 - the construction, description and interpretation of data plots, including smoothed plots where time series data is used
 - the calculation and interpretation of summary statistics, including seasonal indices and their application where time series data is used
 - the modelling of linear associations, or trends where time series data is used, including the use of data transformation as appropriate.
 - The application task is to be of 4–6 hours' duration over a period of 1–2 weeks.
- End-of-semester and end-of-year examination.

Possible Occupations That Relate To This Subject

Allied Health	Defence Force	Graphic Designer	
Apprenticeship/Traineeship	Horticulturist	Hospitality Worker	Nurse
	Information Technology	Engineer	
Office Administrator	Social Worker	Sports Coach / Trainer	Teacher

Possible further University studies (Bachelor's Degree)

Possible further TAFE studies (Diplomas & Certificates)

Agriculture
 Aviation
 Environmental Science
 Engineering
 Computer Science
 Commerce / Accounting / Finance
 Design
 Biomedicine
 Business
 Paramedicine / Nursing
 Science
 Education

Diploma of Accounting
 Diploma of Graphic Design
 Cert. IV Education Support
 Diploma of Nursing
 Cert. IV Engineering
 Diploma Building & Construction
 Cert. IV Cyber Security

Who do I contact about this?

Mr Aaron Freeman

MATHEMATICAL METHODS

Curriculum Area: Mathematics

What is Mathematical Methods?

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

In undertaking this study, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Areas of Study

Unit 1	Unit 2
<ul style="list-style-type: none">• Functions, relations and graphs• Algebra, number and structure• Calculus• Data analysis, probability and statistics• Mathematical Investigation	<ul style="list-style-type: none">• Functions, relations and graphs• Algebra, number and structure• Calculus• Data analysis, probability and statistics• Mathematical Investigation
Unit 3	Unit 4
<ul style="list-style-type: none">• Functions, relations and graphs• Algebra, number and structure• Calculus• Data analysis, probability and statistics	N/A

Types of Assessment for this Subject

Suitable tasks for assessment in this subject may include the following:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes
- modelling tasks
- problem-solving tasks
- mathematical investigations.
- Application task: A function and calculus-based mathematical investigation of a practical or theoretical context involving content from two or more areas of study.
- End-of-semester and end-of-year examination.

Possible Occupations That Relate To This Subject

Engineer	Air Traffic Controller	Architect	Biochemist
Computer Scientist	Dentist	Industrial Designer	
	Marine Biologist		
Medical Practitioner	Pharmacist		Radiologist

Possible further University studies (Bachelor's Degree)

Possible further TAFE studies (Diplomas & Certificates)

Engineering (Aerospace / Biomedical / Chemical/ Electrical) Surveying Biomedicine Commerce Computer Science Science Medical Imaging Optometry Pharmacy Education	Diploma of Applied Science Diploma of Civil Engineering Diploma of Electrical Engineering Diploma of Engineering Mechanical & Technological
--	---

Who do I contact about this?

Mr Aaron Freeman

SPECIALIST MATHS

Curriculum Area: Mathematics

What is Specialist Maths?

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.

They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

Unit 1	Unit 2
N/A	N/A
Unit 3	Unit 4
<ul style="list-style-type: none">• Discrete mathematics (Logic & Proof)• Functions, relations and graphs• Algebra, number and structure• Calculus• Space and measurement• Data analysis, probability and statistics	<ul style="list-style-type: none">• Discrete mathematics (Logic & Proof)• Functions, relations and graphs• Algebra, number and structure• Calculus• Space and measurement• Data analysis, probability and statistics

Types of Assessment for this Subject

Suitable tasks for assessment in this subject may include the following:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes
- modelling tasks
- problem-solving tasks
- A mathematical investigation of a practical or theoretical context involving content from two or more areas of study.
- End-of-semester and end-of-year examination.

Possible Occupations That Relate To This Subject

Engineer	Air Traffic Controller	Architect	Biochemist
Computer Scientist	Dentist	Industrial Designer	
Marine Biologist	Medical Practitioner	Pharmacist	
	Radiologist		

**Possible further University studies
(Bachelor's Degree)**

**Possible further TAFE studies
(Diplomas & Certificates)**

Engineering (Aerospace / Biomedical / Chemical/ Electrical) Surveying Biomedicine Commerce Computer Science Science Medical Imaging Optometry Pharmacy Education	Diploma of Applied Science Diploma of Civil Engineering Diploma of Electrical Engineering Diploma of Engineering Mechanical & Technological
--	---

Who do I contact about this?

Mr Aaron Freeman

VM – Personal Development

The following subjects are those offered at Gisborne Secondary College in 2023 which meet the VCE-VM Personal Development requirements.

PLEASE NOTE: For more detailed information about each study use the Study Design Links below.

Subject	Study Design Link	2023
VM-Personal Development	https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMPersonalDevelopmentSkills/Pages/Index.aspx	Year 11 Only
Senior Personal Development	https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/PersonalDevelopmentSkillsUnit1.aspx	Year 12 Only



Respect Achievement Innovation Diversity

VM-Personal Development

Curriculum Strand: Personal Development

What is VM-Personal Development?

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. VM Personal Development Skills 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.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

Contemporary society has complex and at times contrasting expectations of its citizens and communities. On the one hand there is the apparent ease of global communication and connectedness; on the other, there is evidence that many individuals feel socially isolated, alienated or unsafe. How can this be addressed? And how do we build and sustain civil, connected and forward-thinking communities?

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Personal Development Aim

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders and teams
- set and work towards the achievement of goals
- work independently and as part of a team to understand and respond to community need
- evaluate and respond to issues that have an impact on society
- develop capacities to participate in society as active, engaged and informed citizens.

Scope of Study

Units 1&2, and 3&4 of VCE Vocational Major Personal Development have each been divided into areas of study.

Each Personal Development Unit has three Areas of Study each with a specified outcome.

2023 - Year 11

Unit 1	Unit 2
<p>Area of Study 1: Personal Identity and Emotional Intelligence</p> <p>Area of Study 2: Community Health and Wellbeing</p> <p>Area of Study 3: Promoting a Healthy Life</p>	<p>Area of Study 1: What is Community?</p> <p>Area of Study 2: Community Cohesion</p> <p>Area of Study 3: Engaging and Supporting Community</p>

2024 - Year 12

Unit 3	Unit 4
<p>Area of Study 1: Social Awareness and Interpersonal Skills</p> <p>Area of Study 2: Effective Leadership</p> <p>Area of Study 3: Effective Teamwork</p>	<p>Area of Study 1: Planning a Community Project</p> <p>Area of Study 2: Implementing a Community Project</p> <p>Area of Study 3: Evaluating a Community Project</p>

Types of Assessment for this Subject

Through independent and collaborative activities, VM Personal Development Skills builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

Suitable tasks for assessment in this subject may include the following:

- Reflective Journals and Records
- Oral Presentations
- Written report or PowerPoint presentation
- Digital Presentations, such as a Website, Video, Podcast, or Vlog
- Performance
- Participation in Practical Tasks
- Participation in discussion or debate
- Case Studies
- Project Plans
- Research Tasks
- Written Response to Structured Questions
- Visual Presentations, such as a graphic organiser, concept/mind map or annotated poster/photograph
- A test or series of short tests
- End-of-Semester and End-of-Year Exam

Applied Learning

VM Personal Development Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

VM Personal Development Skills acknowledges that part of the transition from school to further education, training and employment is the ability to participate and function in society as an adult. VM Personal Development Skills explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environment.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Employability Skills

The VCE Vocational Major Personal Development Skills provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

Employability skills accessible in VM-Personal Development Skills include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use

Who do I contact about this?

Ms Stephanie Cust

VM – Work Related Skills

The following subjects are those offered at Gisborne Secondary College in 2023 which meet the VCE-VM Work Related Skills requirements.

PLEASE NOTE: For more detailed information about each study use the Study Design Links below.

Subject	Study Design Link	2023
VM-Work Related Skills	https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/Index.aspx	Year 11 Only
Senior Work Related Skills	https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/WorkRelatedSkillsUnit1.aspx	Year 12 Only



Respect Achievement Innovation Diversity

VM-Work Related Skills

Curriculum Strand: Work Related Skills

What is VM-Work Related Skills?

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

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).

Work Related Skills Aim

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

Scope of Study

Units 1&2, and 3&4 of VCE Vocational Major Work Related Skills have each been divided into areas of study.

Each Work Related Skills Unit has two-three Areas of Study each with a specified outcome.

2023 - Year 11

Unit 1	Unit 2
<p>Area of Study 1:</p> <p style="padding-left: 40px;">Future Careers</p> <p>Area of Study 2:</p> <p style="padding-left: 40px;">Presentation of Career and Educational Goals</p>	<p>Area of Study 1:</p> <p style="padding-left: 40px;">Skills and Capabilities for Employment and Further Education</p> <p>Area of Study 2:</p> <p style="padding-left: 40px;">Transferable Skills and Capabilities</p>

2024 - Year 12

Unit 3	Unit 4
<p>Area of Study 1:</p> <p style="padding-left: 40px;">Workplace Wellbeing and Personal Accountability</p> <p>Area of Study 2:</p> <p style="padding-left: 40px;">Workplace Responsibilities and Rights</p> <p>Area of Study 3:</p> <p style="padding-left: 40px;">Communication and Collaboration</p>	<p>Area of Study 1:</p> <p style="padding-left: 40px;">Portfolio Development</p> <p>Area of Study 2:</p> <p style="padding-left: 40px;">Portfolio Development and Presentation</p>

Types of Assessment for this Subject

Suitable tasks for assessment in this subject may include the following:

- Research Task
- Data Analysis and Audits
- Case Studies
- Oral Presentations, including a presentation of a portfolio related to a target industry or target audience panel.
- Participation in discussion or debate
- Role-play or performance
- Responses to Structured Questions
- Participation in Practical Tasks, such as Career Interviews and Excursions
- reflection and participation in industry immersion activities
- Career and Education Action Plan
- Reflective Journals and Annotated Resources.
- Visual Presentations, such as a graphic organiser, concept/mind map or annotated poster/photograph
- Written report or PowerPoint presentation
- Digital Presentations, such as a Website, Video, Podcast, or Vlog
- Performance
- Written report or PowerPoint presentation
- A test or series of short tests
- End-of-Semester and End-of-Year Exam

Applied Learning

VM Work Related Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

Moving students out of the classroom to learn allows them to make the shift to become more independent and responsible for their own learning and increase their intrinsic motivation.

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

Employability Skills

The VCE Vocational Major Work Related Skills study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

Employability skills accessible in VM-Work Related Skills include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use

Who do I contact about this?

Ms Stephanie Cust

INDUSTRY SPECIFIC SKILLS COMPONENTS 2023

Option	Unit 1 & 2 (Year 11)	Unit 3 & 4 (Year 12)
SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)	SBAT (1-2 days a week) Headstart (2 days a week)	SBAT (2-3 days a week) Headstart (3 days a week)
STRUCTURED WORKPLACE LEARNING (SWL)	Attends a workplace/volunteers weekly on a Tuesday or Wednesday	Attends a workplace/volunteers weekly on a Tuesday or Wednesday
VOCATIONAL EDUCATION AND TRAINING (VET) Internally Offered at GSC	Timetabled VET classes Tuesday or Wednesday	Timetabled VET classes Tuesday or Wednesday
VOCATIONAL EDUCATION AND TRAINING (VET) External to GSC	Attends a Registered Training Organisation (RTO) Tuesday or Wednesday	Attends Registered Training Organisation (RTO) Tuesday or Wednesday

Please refer the GSC VET Handbook for more information about VET Studies.



Respect Achievement Innovation Diversity

School Based Apprenticeships and Traineeships

	Further Information
SBATs	https://www.vcaa.vic.edu.au/curriculum/vet/apprenticeships/Pages/index.aspx
Head Start	https://www.vic.gov.au/head-start-apprenticeships-and-traineeships



School Based Apprenticeships and Traineeships

Curriculum Strand: Industry Component

What is are School Based Apprenticeships and Traineeships?

A School Based Apprenticeships and Traineeships (SBAT) offer students the option of combining a senior secondary program with part-time employment, school and training.

The program is undertaken under a Training Contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA). The training must lead to a nationally recognised qualification.

School Based Apprenticeships and Traineeships Aim

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

Types of Assessment for this Industry Component

Students undertaking an SBAT must consult with the Careers Team on a regular basis to ensure that all aspects of their training plan are progressing.

Transfer Credit Rules

Where applicable, credit can be accrued across multiple certificates up to 180 hours at the Unit 1-2 level. Students can get Unit 3-4 sequences when:

- 360 hours of a certificate III program is completed
- Students who complete 180 nominal hours in a certificate II, then move into another certificate III or above in the same industry will also accrue credit
- Students who complete 180 nominal hours in a certificate II and then enrol in an approved apprenticeship or traineeship will gain VCE-VM credit at unit 3-4 level.

This applies to:

- All SBATS in certificate III or above
- Certificate II traineeships that are in the same industry as VCE VET programs drawn from certificate II qualifications that provide VCE Units 1-4 credit (typically trade pathways or pre-apprenticeship qualifications).

For further information about Transfer Credit Rules, please contact the Careers Office.

Employability Skills

Employability skills accessible through the completion of an SBAT include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use

Who do I contact about this?

Mr John Tikulin

Head Start

Curriculum Strand: Industry Component

What is Head Start?

Head Start is a program that allows students to undertake an apprenticeship or traineeship qualification whilst completing Years 10, 11 & 12. Head Start students can choose apprenticeships and traineeships in key industries such as building & construction, community services & health, business & primary industries.

The program is undertaken under a Training Contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA).

The training must lead to a nationally recognised qualification.

Head Start Aim

This study enables students to:

- Start their apprenticeship or traineeship whilst working toward a Year 12 completion.
- Have an individualised school program
- Receive a qualification from a quality Registered Training Organisation (RTO)

Types of Assessment for this Industry Component

Suitable tasks for assessment in this may include the following:

- Attend school and work as per Head Start Pathway Plan
- Complete Units of Competency (UOC) in your chosen certificate to gain credits toward VCE-VM

Transfer Credit Rules

Where applicable, credit can be accrued across multiple certificates (for example, previous VET studies) up to 180 hours at the Unit 1-2 level. Students can get Unit 3-4 sequences when:

- 360 hours of a certificate III program is completed
- Students who complete 180 nominal hours in a certificate II, then move into another certificate III or above in the same industry will also accrue credit
- Students who complete 180 nominal hours in a certificate II and then enrol in an approved apprenticeship or traineeship will gain VCE-VM credit at unit 3-4 level.

This applies to:

- All SBATS in certificate III or above
- Certificate II traineeships that are in the same industry as VCE VET programs drawn from certificate II qualifications that provide VCE Units 1-4 credit (typically trade pathways or pre-apprenticeship qualifications).

For further information about Transfer Credit Rules, please contact the Head Start co-ordinator.

Employability Skills

Employability skills accessible through the completion of an SBAT Head Start Program include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use
- Skills Learnt Related to Chosen Career

Who do I contact about this?

Head Start Co-Ordinator

Structured Workplace Learning

Students undertaking the VCE-VM at Gisborne Secondary College are required to complete Structured Workplace Learning on a weekly basis. Arrangements for SWL need to be made in conjunction with the Careers Team. The day a student attends SWL is dependent on their program VET.

PLEASE NOTE: For more detailed information about each study use the Study Design Links below.

Subject	Study Design Link	2023
Structured Workplace Learning	https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/Index.aspx	Year 11 Year 12
Structured Workplace Learning Recognition	https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx#2023	Year 11 Only



Structured Workplace Learning

Curriculum Strand: Industry Component

What is Structured Workplace Learning?

Structured Workplace Learning (SWL) is designed to help students apply the skills and knowledge they learn in their VET or SBAT program in an industry environment.

VCE Vocational Major students will complete Structured Workplace Learning on either Tuesday or Wednesday, depending on their VET enrolment. As both Tuesday and Wednesday are non-timetabled days this enables students to complete their Structured Workplace Learning without missing out on coursework.

Structured Workplace Learning Aim

This study enables students to:

- SWL experiences help students relate theory to a real world work environment while developing their skills.

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs and therefore is key feature of the VCE-VM. Structured Workplace Learning involves on-the-job training in which students are required to master a designated set of skills and competencies related to industry specific skills programs.

Types of Assessment for this Industry Component

Structured Workplace Learning complements the training undertaken at the school and the Registered Training Organisation (RTO) and provides context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency/modules, as determined by the RTO
- increased employment opportunities.

Applied Learning

The VCAA mandates SWL under the following situations:

- where a period of work placement is mandated for the award of the qualification
- where the Assessment Conditions from a Unit of Competency contains a statement regarding the requirement to demonstrate skills in a workplace

Employability Skills

Employability skills accessible through Structured Workplace Learning include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use

Who do I contact about this?

Ms Kathy Gossip

Structured Workplace Learning Recognition

Curriculum Strand: Industry Component / VET

What is Structured Workplace Learning Recognition?

Structured Workplace Learning Recognition (SWLR) provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace, with nationally recognised VET undertaken as part of their VCE Vocational Major.

VCE Vocational Major students will complete Structured Workplace Learning on either Tuesday or Wednesday, depending on their VET enrolment. As both Tuesday and Wednesday are non-timetabled days this enables students to complete their Structured Workplace Learning without missing out on coursework.

The workplace reflections recorded as part of Structured Workplace Learning Recognition, are completed alongside VM-Work Related Skills.

Structured Workplace Learning Recognition Aim

This study enables students to:

- SWL experiences help students relate theory to a real world work environment while developing their skills.

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs and therefore is key feature of the VCE-VM. Structured Workplace Learning involves on-the-job training in which students are required to master a designated set of skills and competencies related to industry specific skills programs.

Types of Assessment for this Industry Component

The assessment process requires:

1. The student to gather evidence of their workplace learning in their Workplace Learning Record (WLR).
2. VCE-VM Work Related Skills Teachers to review observations made in the workplace and how these learnings relate to the Industry Skills Component (VET/SBAT) qualification being undertaken.
3. Students to complete the three sections from the Workplace Learning Record booklet to achieve credit.

Applied Learning

The VCAA mandates SWL under the following situations:

- where a period of work placement is mandated for the award of the qualification
- where the Assessment Conditions from a Unit of Competency contains a statement regarding the requirement to demonstrate skills in a workplace

Employability Skills

Employability skills accessible through Structured Workplace Learning Recognition include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use

Who do I contact about this?

Ms Stephanie Cust

Vocational Education and Training

The following is an overview of VET, for more specific details please see the GSC VET Handbook.

VET Type	Example Subject Offerings 2023
VOCATIONAL EDUCATION AND TRAINING (VET)	Certificate II in Active Volunteering Certificate III in Allied Health Assistance Certificate II in Animal Studies Certificate II in Automotive Vocational Certificate III in Beauty Services Certificate II in Building & Construction Certificate III in Early Childhood Education and Care Certificate II in Electrotechnology Certificate II in Engineering Cert III Equine Certificate II Hospitality (Kitchen Operations) Certificate III in Information Digital Media & Technology Certificate II in Make-Up Certificate III in Music (Sound Production) Certificate II in Plumbing Certificate II in Salon Assistant Certificate III in Screen Media Certificate III in Sport & Recreation Certificate II in Workplace Skills

Vocational Education and Training

Curriculum Strand: Industry Component / VET

What is Vocational Education and Training?

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE and VCE-VM studies with vocational training.

VET is usually a two year program combining general VCE and VCE-VM studies with accredited vocational education and training.

VET enables students to complete a nationally recognised vocational qualification (e.g. Certificate II Allied Health) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Education – Vocational Major at the same time.

Further information about specific VET course can be found in the VET Handbook or contact the VET Coordinator.

Vocational Education and Training Aim

A VET in Schools program is usually made up of Vocational Studies units which are delivered by the students' school or a registered training organisations (RTO), who has qualified teachers with Cert IV Training and Assessment (TAE).

VET allows students to go directly into employment or receive credit towards further study.

Types of Assessment for this Industry Component

Please see the separate VET Handbook or contact the VET Coordinator for further information regarding assessment in VET.

Applied Learning

Important Industry Specific Skills and workplace skills are learnt through the VET program.

Students undertake Structured Workplace Learning with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job.

Employability Skills

Employability skills accessible through Structured Workplace Learning Recognition include:

- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use

Who do I contact about this?

Ms Kathy Gossip



Respect Achievement Innovation Diversity

Appendices

1. Course Selection Planning Sheet VCE-VM

2. VCE-VM Application

Course Selection Planning Sheet VCE-VM

VCAA's VCE-VM Strand Requirements	Year 11 Planning		Year 12 Planning	
Literacy	Unit 1	Unit 2	Unit 3	Unit 4
Numeracy	Unit 1	Unit 2	Unit 3	Unit 4
Personal Development	Unit 1	Unit 2	Unit 3	Unit 4
Work Related Skills	Unit 1	Unit 2	Unit 3	Unit 4
Industry Specific Skills Component	VET / SBAT / HeadStart		VET / SBAT / HeadStart	
	Industry:		Industry:	
Structured Workplace Learning	Day completing SWL:		Day completing SWL:	
Structured Workplace Learning Recognition	SWLR Industry:			

Student Checklist:

I have included in my Year 11 and Year 12 program planning the following requirements of the VCE- Vocational Major:

- ◇ 16 units or more including:
 - 3 units of Literacy, including a 3&4 sequence
 - 3 additional 3&4 sequences
 - 2 Numeracy units minimum
 - 2 Personal Development units minimum
 - 2 Work Related Skills units minimum
 - 180hrs of Certificate II level or above from the same certificate (VET/SBAT/Head Start)
- ◇ I understand that the VCE-Vocational Major is not designed to provide me with an ATAR.
- ◇ I understand that I need to undertake SWL as part of my VCE-VM program at GSC.

Respect Achievement Innovation Diversity



**GSC VCE-VOCATIONAL MAJOR / VICTORIAN PATHWAYS CERTIFICATE
APPLICATION FORM 2023**

This form is to be completed in full and signed by a parent or guardian before returning it to school to the General Office.

The Victorian Certificate of Education – Vocational Major is a senior secondary certificate which gives students practical and work related experiences. Students who complete VCE-MV will balance the requirements of school, work and VET programs. Students will complete school based units in Literacy, Numeracy, Work Related Skills and Professional Development. The GSC Subject Selection VCE-VM Handbook should be read carefully to gain further insight to the program guidelines and expectations.

This application form does not guarantee acceptance into the VCE-VM program and all students should also complete online VCE course preferences.

All students who apply for VCE-VM will attend an interview with their parent/guardian to discuss their suitability and aptitude for the program.

If conditionally accepted to the program at Year 11, students will have to provide evidence of progress toward gaining a Structured Workplace Learning placement in consultation with the Structured Work placement Coordinator and the College Careers Team.

Please also note that VCE-VM has financial costs associated with it. A payment schedule will be available during Step-Up / early 2023. These costs are to facilitate the activities, camps and excursions students organise and plan as part of their Learning Outcomes. These costs are in addition to any applicable VET or GSC payment fees. A payment plan for the VPC and VCE-VM programs can be negotiated with the College Finance Manager Katrina Robertson.

(Please tick)

Applying for Year 11 VCE-VM Course		Applying for Year 12 VCE-VM Course	
---	--	---	--

Student Name:	Current Form Group:
Address:	
Parent/Guardian Phone:	Student Phone:
Parent / Guardian Email Address:	
Student Email Address: (to be used for VET correspondence)	
Unique Student Identifier (USI) Number: _____ (You must have a USI number to be enrolled in a VET course. Please ensure you have completed this before handing your form in. To create a USI, go to www.usi.gov.au)	

Signatures

Parent /Guardian Name: _____ Signature: _____ Date: _____

Student Signature: _____ Date: _____

All students applying for VCE-VM must complete pg 1-3 of this form. Submit via the Senior School Office by 29th of July.
VCE-VM Applicants must also submit Online Subject Preferences before 14th August 2022.

INDUSTRY SPECIFIC SKILLS COMPONENT - VET/SBAT/HEADSTART

Which VET / SBAT / HEADSTART Program have you started or do you intend to participate in?

Is this Industry Specific Skill component internally ran at GSC or externally delivered? _____

Why do you wish to undertake this particular VET subject? If already studying it, what are you enjoying about it?

CORE CURRICULUM COMPONENT PREFERENCES

In VCE-VM you need to complete a minimum of 10 units in a single year to qualify for certification. Additionally you must also meet VCAA strand requirements for Literacy, Numeracy, Personal Development and Work Related Skills.

What is your Numeracy Strand Preference: **(Timetable restrictions may apply. Please tick)**

VCE Foundation Mathematics	<input type="checkbox"/>	VCE General Mathematics	<input type="checkbox"/>
----------------------------	--------------------------	-------------------------	--------------------------

PROPOSED WORK PLACEMENT DETAILS FOR 2023

Students are to participate in structured workplace learning one day per week in a placement related to their Industry Specific Skills subject. (Note: Students are permitted to do up to 20 days with a single employer and cannot exceed 40 days per year of SWL for VET. SBAT's are excluded from these limitations)

Please detail your work history (include any work experiences or part-time employment).

What are you interested in doing for work placement next year? Why?

How will you go about organising your VCE-VM Structured Workplace Learning?

REASONS FOR CHOOSING VCAL AND YOUR PREFERRED CAREER PATHWAY

I am applying for the Victorian Certificate of Education – Vocational Major (VCE-VM) program because...

A personal strength that would make me a good member of VCE-VM is:

I hope that VCE-VM prepares me for a future in ...

Final Statements

Any further information or statements to support this application:

- If I am accepted into VCE-VM I understand that I will be required to balance the demands of Industry (VET/TAFE/SBAT) with my workplacement and still demonstrate a commitment to my learning and associated school work.
- I understand that my selected Industry Specific Skill component (VET/SBAT) is a year long commitment and is essential to my VCE-VM.
- I understand that attendance at school and at TAFE is important. If absent I recognise I will need to catch-up on missed learnings.
- I have spoken with _____ in the Careers Team on ____/____/____ about my VCE-VM application.
- I understand that Structured Workplace Learning is my responsibility to organise with the help and support of the SWL Co-Ordinator.
- I understand that the number of VCE-VM places is limited and I also need to submit back-up subject preferences for a VCE program.

Interview Date: _____ Interview Panel: _____

EVIDENCE OF:

Leadership	
Teamwork	
Organisation	
Attendance	
Commitment	
Appropriateness of VCE-VM for future pathway	

Industry Comments:

Other Comments:

APPROVED FOR VCE-VM:

YES

NO

Enquiries: Ms Stephanie Cust (VCE-Vocational Major Leader)

Phone: 5428 3691

Email: stephanie.cust@education.vic.gov.au

All students applying for VCE-VM must complete pg 1-3 of this form. Submit via the Senior School Office by 29th of July.
VCE-VM Applicants must also submit Online Subject Preferences before 14th August 2022.