



GEELONG GRAMMAR SCHOOL®  
EXCEPTIONAL EDUCATION



CURRICULUM GUIDE 2023

# VCE VOCATIONAL MAJOR

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# 01 About the VCE Vocational Major

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The VCE is expanding to include the Vocational Major (VM), a 2-year vocational and applied learning programme and will replace Senior and Intermediate VCAL from 2023.

The VCE VM programme will assist students in developing personal and practical life skills and help to prepare students for apprenticeships or traineeships, TAFE study, employment, or alternative entry university study.

To complete the VCE VM, a student must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or [VCE English units](#) (including a Unit 3–4 sequence)
- 2 VCE Mathematics units ([Foundations Mathematics](#) or [General Mathematics](#))
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours).

Students must also complete at least three other unit 3–4 sequences. This means three other full-year studies at a Year 12 level. This can be other [VCE studies](#) or VET Certificate III.

GGs currently provides VET Certificate III subjects in [Sport and Recreation](#), [Music Industry \(Performance\)](#) and [Music Industry \(Sound Production\)](#).

VCE-VM students will have the opportunity to apply knowledge and skills in practical settings such as workplaces. They will undertake community-based activities and projects that involve working in a team. They can also receive credit for on-the-job learning.

Most students will finish their VCE Vocational Major over 2 years.

Upon completing the course, a student will receive a Victorian Certificate of Education with the additional words ‘Vocational Major’.

Further information about the VCE VM can be found at:

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

# 02 Related subjects

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## Foundation Mathematics

**Prerequisites:** Year 10 Standard Level Maths

### Course Description

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.

#### Unit 1: Semester 1

Unit 1 involves the study of algebra, number and structure, including fractions, decimals, percentages, rates and approximations; data analysis, probability and statistics, including collection and representation of data, construction of charts, tables and graphs, and interpretation of data; financial and consumer mathematics, including, personal financial services and information, income calculations and taxation; space and measurement, including standard metric units, reading and interpretation of scales, estimation and approximation strategies, and time and duration conventions, schedules and timetables.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

### Unit 2: Semester

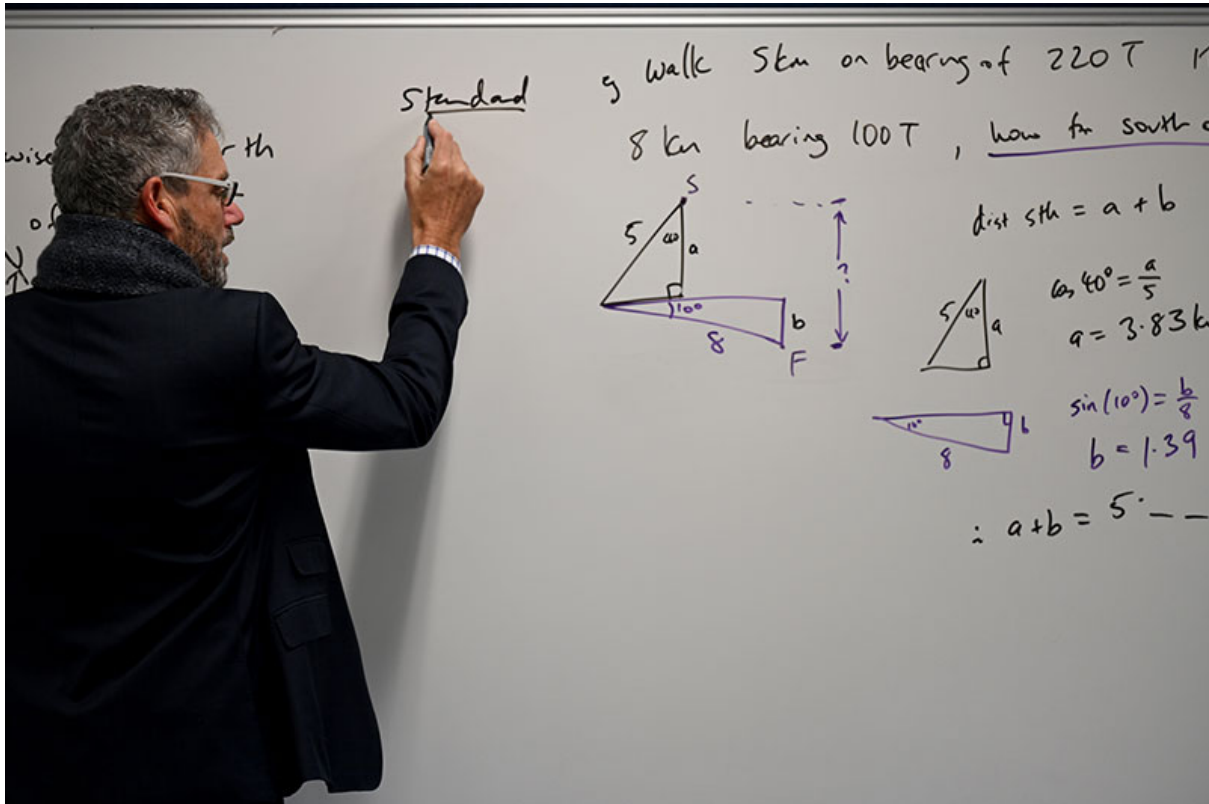
Unit 2 involves the study of algebra, number and structure, including construction, use and interpretation of formulas, manipulation of symbolic expressions, and estimation, approximation and reasonableness of calculations and results; data analysis, probability and statistics, including measure of central tendency and simple measure of spread, and interpretation, summary and comparison of related data sets; financial and consumer mathematics, including products and services, managing money and financial and economic data trends over time; space and measurement, including simple and composite shapes, two-dimensional plans, location, maps, routes and itineraries.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

## General Mathematics



## Prerequisites

Units 1 & 2 – Year 10 Standard Level Maths

Units 3 & 4 – Unit 1 & 2 General Mathematics or for accelerating students, Year 10 Algebra at least a B average.

## Course Description

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.

### Unit 1: Semester 1

Unit 1 involves the study of investigating and comparing data distributions, including types of data, displaying data, summarising data, five number summary and calculation of outliers, back-to-back stem plots and parallel box plots; arithmetic and geometric sequences, first order linear recurrence relations and financial mathematics, including percentage increase and decrease, inflation and comparison of purchase options; linear functions, graphs, equations and models, including interpreting and graphing linear functions, solving simultaneous equations and piecewise functions; matrices, including use of matrices to store and display information, matrices arithmetic, inverse matrices and transition matrices.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 30%
3. Examination 2: 30%

## Unit 2: Semester 2

Unit 2 involves the study of investigating relationships between two numerical variables, including response and explanatory variables, scatterplots, informal interpretation of association and strength, fitting a line of best fit and interpretation of the line of best fit; graphs and networks, including notations, conventions, and representations of graphs, planar, connected and weighted graphs, and trees and minimum spanning trees; variation, including numerical, graphical and algebraic approaches, transformation of data to linearity, and modelling of non-linear data; space, measurement and applications of trigonometry, including units of measure, exact and approximate answers, similar shapes and objects, perimeter, area, volume and surface area, trigonometric ratios and Pythagoras' Theorem, and the sine and cosine rules.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Coursework: 40% (inclusive of a Mathematical Investigation)
2. Examination 1: 30%
3. Examination 2: 30%

## **General Mathematics - Units 3 and 4**

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'.

### **Unit 3: Semester 1**

Unit 3 involves the study of data analysis, including data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction; and recursion and financial modelling, including the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### **Unit 4: Semester 2**

Unit 4 involves the study of matrices, including the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems; and networks and decision mathematics, including the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

On completion of this unit students should be able to: define and explain key concepts and



apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## ASSESSMENT

1. Unit 3 School-assessed Coursework: 24% (an application task and a problem-solving task)
2. Unit 4 School-assessed Coursework: 16% (two problem-solving tasks)
3. Units 3 and 4 Examination 1: 30%
4. Units 3 and 4 Examination 2: 30%

## VET Certificate III in Music Industry (Performance)

### Prerequisites

Year 10 Music or Music Technology highly recommended

### Course Description

VCE/VET Music Industry is an exciting new inclusion into the academic programme at Geelong Grammar School and will offer students a whole range of practical skills related to the Music Industry. Students will be able to undertake competency-based training and assessment, while receiving a study score that contributes to their ATAR.

CUA30920 Certificate III in Music (Performance) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the aim to perform and compose music.

Music Performance Specialisation 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, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students will

gain competencies that will enhance their employment opportunities within the music industry and a recognised qualification that will assist them in making a more informed choice when considering vocational/career pathways.

## Units of Competence for Performance

### Core Units (Year 11 only)

- CUACMP<sub>311</sub> Implement copyright arrangements
- CUAIND<sub>313</sub> Work effectively in the music industry
- CUAIND<sub>314</sub> Plan a career in the creative arts industry

### Elective Units (Year 11 only)

- CUAMPF<sub>213</sub> Perform Simple Repertoire In Ensembles
- CUAMCP<sub>311</sub> Create simple musical compositions
- CUAMPF<sub>314</sub> Make Music Demos

### Elective Units (Year 12 only)

- CUAMPF<sub>312</sub> Prepare for musical performances
- CUAMPF<sub>315</sub> Develop and perform musical improvisation
- CUAMPF<sub>311</sub> Develop technical skills for musical performances
- CUAMPF<sub>412</sub> Develop and apply stagecraft skills

### And choose one from the following:

- CUAMPF<sub>414</sub> Perform music as part of a group (for bands)
- CUAMPF<sub>416</sub> Perform music as a soloist (for soloists)

## Competency Based Assessment

Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.

In year 11, students will be assessed as either competent or not competent for each Unit of Competency

In year 12, students will be assessed as either competent or not competent for each Unit of Competency and in addition, students work is graded via three internal Scored Assessed Coursework tasks (SACs) and one external examination.

## CONTRIBUTION TO VCE/VCAL

**VCE:** Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.

**VCAL:** This program contributes to the Industry Specific Skills Strand and may also contribute to the Work- Related Skills Strand of VCAL

**ATAR:** Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

## PATHWAY OPTIONS

- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

## POSSIBLE FUTURE CAREER OPPORTUNITIES:

- Sound Engineer • Producer • Broadcaster
- Musician • Performer • Stage Manger
- Digital Audio Technician • Sound & Lighting Technician • Songwriter

## VET Certificate III in Music Industry (Sound Production)

### Prerequisites

Year 10 Music or Music Technology highly recommended

### Course Description

CUA30920 Certificate III in Music (Sound Production) is offered to students under the auspices of the

College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing.

Sound Production Specialisation provides students with the practical skills and knowledge to

record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production. Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

## Units of Competency for Sound Production

### Core Units (Year 11 only)

- CUACMP<sub>311</sub> Implement copyright arrangements
- CUAIND<sub>313</sub> Work effectively in the music industry
- CUAIND<sub>314</sub> Plan a career in the creative arts industry

### Elective Units (Year 11 only)

- CUASOU<sub>312</sub> Develop and apply knowledge of audio theory
- CUASOU<sub>212</sub> Perform basic sound editing
- CUALGT<sub>311</sub> Operate basic lighting

### Elective Units (Year 12 only)

- CUASOU<sub>306</sub> Operate sound reinforcement systems
- CUASOU<sub>308</sub> Install and disassemble audio equipment
- CUASOU<sub>321</sub> Mix music in studio environments
- CUASOU<sub>317</sub> Record and mix basic music demos
- CUASOU<sub>412</sub> Manage audio input sources

## Competency Based Assessment

Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.

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## PATHWAY OPTIONS

- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
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## POSSIBLE FUTURE CAREER OPPORTUNITIES:

- Sound Engineer • Producer • Broadcaster
- Musician • Performer • Stage Manger
- Digital Audio Technician • Sound & Lighting Technician • Songwriter

## VET Certificate III in Sport and Recreation

The VET/VCE Sport and Recreation Certificate III course aims to provide students with the knowledge skills and competency that will enhance their training and employment prospects in the sport or community recreation industries. It also enables students to gain a recognised credential and to make an informed choice of vocation or career pathways.

The VET/VCE Sport and Recreation Certificate III programme is a nationally recognised qualification. Students must achieve 15 units of competency to gain their certificate; including 9 core units of competency and 6 elective units of competency.

Year 1 – The course will explore an exciting range of sporting related units and develop a basic

level of skills for instructing and officiating in a variety of games and sports.

- Students will also develop knowledge of the sporting industry and relevant workplace skills.
- Students will learn about the preparation and equipment required for sporting and recreation sessions and how to conduct these sessions.
- First aid and how to deal with clients.
- There will be a wide variety of sports covered that will be tailored to their interests.

Year 2 - The course has a focus on fitness training and instruction.

- Students will develop a knowledge of sport and recreation markets and participation patterns and go on to develop public education courses in a related area.
- Students undertaking VET sport and recreation will be involved in a variety of lesson experiences including
  - continuously improving on officiating skills and knowledge

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industries. Pathways may include employment into various workplaces such as fitness centres, sporting grounds or complexes, leisure and aquatic centres, along with community recreation centres. Typical roles in these vocational settings include:

- recreation officers
- activity operation officers
- sport and recreation attendants
- community activities officers
- leisure service officers

The course is recommended to students who have an interest in sport, especially as it complements students who have undertaken Year 10 Sports Science or Year 10 Coaching for Performance electives. Equally, it creates the opportunity to unify the curriculum from VCE Physical Education into a workplace environment. Ultimately, the program provides students greater direction towards vocational offerings post school in the Sport and Recreation industries.