



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION



CURRICULUM GUIDE 2024

VCE VOCATIONAL MAJOR

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01 About the VCE Vocational Major

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).

In addition to Literacy/English, students must complete three other unit 3-4 sequences. This means three other full-year studies at Year 12 level inclusive of VET Certificate III and VCE VM Work Related Skills Units 3 and 4.

GGs currently provides VET Certificate III subjects in [Sport and Recreation](#), [Music Industry \(Performance\)](#) and [Music Industry \(Sound Production\)](#). In 2024, GGS will offer [VCE/VET Furnishing Certificate II](#).

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 Academic Support

VCE-VM students with identified learning need are often well suited to the VM program which recognises and celebrates multiple ways of learning and of demonstrating knowledge. They are supported by their subject teachers often in small class sizes where they can receive more one-to-one time, their house team, and support staff when required.

Support is provided to VCE - VM students in three ways:

1. Classroom Supports such as assistive technologies and differentiated learning outcomes and teaching strategies.
2. Wrap Around Supports such as small group tutorials, study skills or executive functioning coaching.
3. Academic Support Program which is an intensive level of support for students whose difficulties significantly impact their learning despite other supports being in place.

03 Related subjects

VCE VM Literacy

Units 1-4

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills develop ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts are drawn from a wide range of contexts, focused on participating in the workplace and community. They are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace. The applied learning approach is intended to meet the needs of students with a wide range of abilities and aspirations.

Topics covered

Unit 1:

- Literacy for personal use
- Understanding and creating digital texts

Unit 2:

- Understanding issues and voices
- Responding to opinions

Unit 3:

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to informational, organisational and procedural texts

Unit 4:

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

What you need to be successful

- Motivation to engage in learning
- Ability to take ownership and express agency in your own learning
- Ability to make connections across different subject matter

This subject is appropriate if you

- Are enrolled in the VCE (Vocational Major) pathway
- Are not studying another VCE English group Units 1-4 sequence
- Wish to gain literacy and workplace communication skills

Skills you will develop:

- Everyday literacy skills
- Ability to meet the demands of the workplace, the community and further study
- Skills in discussion, exploration and analysis of texts
- Consideration of First Nations peoples' knowledge and voices
- Ability to present ideas in a thoughtful and reasoned manner

Possible future pathways:

- Apprenticeships
- Traineeships
- Further education and training
- University (through alternative entry programs)
- Employment

VM Personal Development Skills

Overview:

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

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.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. 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.

Topics Covered:

Unit 1 - Healthy Individuals: focuses on the development of personal identity and individual pathways to optimal health and wellbeing.

Unit 2 - Connecting with Community: focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal.

Unit 3 - Leadership and Teamwork: considers the role of interpersonal skills and social awareness in different settings and contexts.

Unit 4: Community Project: focuses on student participation in an extended project relating to a community issue.

What you need to be successful:

- Commitment to the program
- Practical skills
- Motivation to study
- Ability to work in a team
- A clear goal

VM Work Related Skills

Overview:

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).

Topics Covered:

UNIT 1 - Careers and Learning for the Future: recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making.

UNIT 2 - Workplace Skills and Capabilities: Focuses on personal goals relating to future education and employment. Students will recognise and develop individual skills and capabilities that are valued in a chosen pathway.

UNIT 3 - Industrial Relations, Workplace Environment and Practice: Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.

UNIT 4 - Portfolio Preparation and Presentation: students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio.

What you need to be successful:

- Commitment to the program
- Practical skills
- Motivation to study
- Ability to work in a team
- A clear goal

Foundation Mathematics

<https://vimeo.com/825334576>

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

<https://vimeo.com/825664686>

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%

VCE/VET – Certificate III in Music (Performance) CUA30920

<https://vimeo.com/825768314>

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)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

Elective Units (Year 11 only)

- CUAMPF213 Perform Simple Repertoire In Ensembles
- CUAMCP311 Create simple musical compositions
- CUAMPF314 Make Music Demos
- CUAMCP211 Incorporate technology into music making
- CUAMCP312 Write song lyrics
- CUASOU212 Perform basic sound editing

Elective Units (Year 12 only)

- CUAMPF312 Prepare for musical performances
- CUAMPF315 Develop and perform musical improvisation
- CUAMPF311 Develop technical skills for musical performances
- CUAMPF412 Develop and apply stagecraft skills

And choose one from the following:

- CUAMPF414 Perform music as part of a group (for bands)
- CUAMPF416 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

VCE/VET – Certificate III in Music (Sound Production)

CUA30920

<https://vimeo.com/825768388>

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)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

Elective Units (Year 11 only)

Three elective units are chosen each year from the list below, in alignment with the interests of the cohort.

- CUASOU331 Undertake live audio operations
- CUASOU213 Assist with sound recordings

- CUAMCP_{2I1} Incorporate technology into music making
- CUASOU_{2I2} Perform basic sound editing
- CUALGT_{3I1} Operate basic lighting
- CUAMCP_{3I1} Create simple musical composition
- CUAMPF_{3I4} Make Music demos

Elective Units (Year 12 only)

- CUASOU₃₀₆ Operate sound reinforcement systems
- CUASOU₃₀₈ Install and disassemble audio equipment
- CUASOU_{32I} Mix music in studio environments
- CUASOU_{3I7} Record and mix basic music demos
- CUASOU_{4I2} 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.

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

VCE/VET Certificate III in Sport and Recreation

The VET/VCE Sport and Recreation Certificate III course offers students a comprehensive foundation in the exciting field of sports and recreation. This course equips students with the knowledge and practical skills needed to pursue a range of rewarding career pathways in the sports industry. Through a combination of theoretical learning and hands-on training, students gain a deep understanding of sports and recreation principles, event management, fitness training, and customer service.

Upon completion of the VET/VCE Sport and Recreation Certificate III course, students have various pathways available to them. Graduates can explore employment opportunities in sports clubs, fitness centres, leisure centres, and community organisations. They can pursue careers as sports coaches, fitness instructors, event coordinators, or recreation officers. The skills acquired during the course also provide a solid foundation for further education, with possibilities including higher-level qualifications in sports management, exercise science, or physical education.

This course not only focuses on developing technical skills but also emphasises teamwork, communication, and leadership abilities, which are highly valued in the sports industry. Students engage in practical experiences, industry placements, and real-world projects, enabling them to apply their knowledge in a professional setting. Additionally, the course encourages students to develop a passion for leading an active and healthy lifestyle while fostering an understanding of the benefits of sports and recreation in the community.

By undertaking the VET/VCE Sport and Recreation Certificate III course, students can unlock a range of exciting opportunities in the dynamic and growing field of sports and recreation. Whether pursuing immediate employment or further education, this course

provides a strong foundation for a successful and fulfilling career in the sports industry.

VCE/VET Furnishing Certificate II in Furniture

Prerequisite:

Year 11: Nil

Year 12: students must have completed Units 1 & 2 – [VCE Product Design and Technology](#)

Overview:

This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in a range of furnishing industries. It includes units such as developing a career plan for the furnishing industry, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.

Certificate II in Furniture Making Pathways, including:

- five core units of competency
- seven elective units of competency
- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices at work
- Make simple timber joints
- Join furnishing materials
- Apply domestic surface coatings
- Prepare surfaces
- Organise and communicate information
- Improve practical manufacturing skills.

What skills will you develop?

- Practical woodworking skills
- Material preparation
- Joinery
- Sustainable practices
- How to plan projects
- How to work safely and accurately

Possible future pathways:

- Furniture maker
- Cabinet maker
- Kitchen installer
- Bathroom installer
- Flooring installer
- Furniture finisher