



FOUNTAIN GATE
SECONDARY COLLEGE



VCE Vocational Major at Fountain Gate Secondary College



Senior School at Fountain Gate Secondary College

Students complete a two-year senior school program. In 2023, Fountain Gate Secondary College is introducing the new VCE Vocational Major and continuing its delivery of the general Victorian Certificate of Education (VCE). This means the VCE will recognise different students equally.

Students will have more education choices, a higher-quality curriculum and better workplace experiences – preparing students for further study and training at TAFE or work.

Whatever the student's talent, they can now pursue it under one VCE.

Current System 2022 at Fountain Gate SC.

- Victorian Certificate of Education (VCE)
- Students transfer to alternative senior schools to complete Intermediate VCAL

New system 2023

- VCE includes Vocational Major (VM)

The VCE Vocational Major

The VCE Vocational Major is a 2-year applied for learning program within the VCE. You will develop academic and work-related skills, knowledge and confidence. It will prepare you for work and further education and training.

When you graduate from secondary school, you'll graduate with the Victorian Certificate of Education, with the additional words 'Vocational Major'.

What is applied learning?

Applied learning incorporates teaching skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Understanding teaching and practice, ensure what is known in the classroom is connected to scenarios and experiences outside the classroom.

The applied learning approach ensures students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

Applied learning is about nurturing students, considering their strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. Applied learning emphasises skills and knowledge that may not usually be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences. The real-life application requires a shift from a traditional emphasis to a more integrated approach to learning. Students learn and apply the skills and knowledge necessary to solve problems or participate in the workforce.

This study design 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. Moving students out of the classroom to learn allows them to make the shift to become more independent and responsible for their learning and increase their intrinsic motivation. Best practices are applied to ensure programs are flexible and student-centred, where learning goals and outcomes are individually designed and negotiated with students.

Applied learning may also involve students and 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.

How students may transition to the new certificates

Chantel, Year 10

2022: Year 10

Looks at options in career and senior secondary pathway.
Selects her senior secondary pathway for 2023.

2023: Year 11

Commences the VCE Vocational Major.

2024: Year 12

Completes the VCE Vocational Major studies.
Receives the VCE with a Vocational Major.

Core Studies for VCE Vocational Major

Students must select

Requirement	Year 11	Year 12
Literacy	VCE Vocational Literacy 1 & 2 Or VCE English Units 1 & 2 Or VCE EAL Units 1 & 2 Or VCE Literature Units 1 & 2	Must continue with Units 3 & 4 of a Literacy subject
Numeracy	VCE Vocational Numeracy 1 & 2 Or VCE Foundation Maths Units 1 & 2 Or VCE General Maths Units 1 & 2 Or VCE Mathematical Methods Units 1 & 2	Continue with FOUR subjects from this group at Units 3 & 4. If the student received 'N' for Unit 1 or 2 Numeracy, Work Related Skills or Personal Development Skills, they must continue that subject in Year 12.
Work Related Skills	VCE Work Related Skills 1 & 2	If the student did not satisfactorily complete a Unit 1 & 2 VET subject. They must complete a Unit 1 & 2 VET subject in Year 12.
Personal Development Skills	VCE Personal Development Skills 1 & 2	
VET	Any VCE VET Units 1 & 2	
Other	Any VCE Unit 1 & 2 subject (can be a VET subject)	

VCE Vocational Literacy

Scope of Study

VCE Vocational Literacy focuses on comprehending and using language required for everyday purposes and to contribute to society in a meaningful way using the applied learning approach. Students will learn the skills and understandings required to interpret and create different text types appropriate for audience and purpose. As students develop these skills, they engage with texts that encompass the everyday language of personal experience, community and procedural texts to the more abstract, specialised and technical language of different workplaces, including the language of further study.

Recommendation

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Unit 1 Topics of Study

Literacy for personal use: Students demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through various written, digital, oral and visual responses.

Understanding and creating digital texts: Students apply knowledge of the conventions of literacy and digital communication by responding to and building various digital content suitable for a community, workplace or vocational context.

Unit 2 Topics of Study

Understanding issues and voices: Students explain the purpose, audience and main ideas of diverse arguments presented in different text types

Responding to opinions: Students interpret the values and beliefs of others and present in oral form points of view supported by evidence.

Assessment:

Assessment in VCE Vocational Literacy has a broad scope, and students apply their understandings and skills to a range of relevant and practical situations. Ensuring literacy skills are developed for everyday purposes, further study and success in the workforce.

These include, but are not limited to:

- Case studies and research reports
- Portfolios
- Digital presentations and multi-modal texts
- Debate, performance and interviews
- Narratives
- Journals, biographical and autobiographic texts

Refer to the Senior School – Subject Handbook 2023 or the school website for descriptions of VCE English, VCE Literature and VCE EAL

VCE Vocational Numeracy

Scope of study

VCE Vocational Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills considering their local, national and global environments and contexts and awareness and use of appropriate technologies.

Unit 1

This unit provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in the real-world context.

Areas of study

There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

Unit 2

This unit provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in the real-world context.

Areas of study

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

**Refer to the Senior School – Subject Handbook 2023
or the school website for descriptions of VCE Foundation Maths,
VCE General Maths or VCE Maths Methods.**

VCE Work Related Skills (WRS)

Scope of study

VCE Work-Related Skills (WRS) examines various 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 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.

Unit 1: Careers and learning for the future

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

Unit 2: Workplace skills and capabilities

As the nature of work changes, so do the skills and capabilities needed for success. Recognising and developing individual skills and capabilities valued in a chosen pathway is fundamental to achieving personal goals relating to future education and employment. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and individual capabilities. They gain an understanding of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their skills and abilities and promote them through resumes, cover letters and interview preparation.

VCE Personal Development Skills (PDS)

Scope of study

VCE Personal Development Skills (PDS) takes an active approach to personal development by exploring relationships 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 community members.

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 in engaging in their work, community and personal environments.

Through self-reflection, critical and creative thinking and collaborative action, students extend their capacity to understand and connect with their world and become resilient, capable citizens.

Unit 1: Healthy individuals

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing and develop tools for analysing the information's reliability, validity and accuracy and the efficacy of health messages.

Unit 2: Connecting with the community

On the topic of community engagement, students will seek to understand different perspectives on issues affecting community. They will reflect on relationships between community issues, social cohesion, health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

For further information please contact the Careers & Pathways office.