FOUNTAIN GATE
SECONDARY COLLEGE

VCE 2026
Subject Selection Guide

RESPECT • RESPONSIBILITY • ENDEAVOUR • HONESTY

Table of Contents

Assistant Principal Introduction

Celebrating Growth and Supporting Student Success at Fountain Gate Secondary College

At Fountain Gate Secondary College, we are proud of the continued growth and success of our students. Over the past few years, we have seen steady improvement in academic achievement and pathway outcomes, and we are excited to share some highlights with you.

In 2023, the college's overall VCE median study score rose to 27, and this increased again in 2024 to 28. We are especially pleased to share that both English and Maths saw a 3-point improvement. in their median study scores – a fantastic reflection of our students' hard work and our staff's commitment to learning.

These results are more than just numbers. In 2024, 98% of our senior students received first-round offers for their preferred pathways, whether that be university, TAFE, apprenticeships or employment. In recognition of this progress, *The Age* newspaper listed Fountain Gate Secondary College as one of the top 25 public schools in Victoria for improved VCE performance in 2025 — with our school ranked **6th for overall improvement**.

As students move into the senior years, they will have access to a wide range of subjects, a strong academic curriculum, and meaningful workplace experiences that prepare them for life beyond. school. Whether aiming for further study, vocational training or entering the workforce, our programs are designed to support every student's journey.

Our school vision – *to provide high-quality programs with high expectations that lead to successful pathways and preparation for life after school* – guides everything we do. Through strong support, personalised advice, and a wide variety of options, we help students and families navigate this important stage with confidence.

Events like our ***Subject Selection Expo*** and ***Course Information Sessions*** play a vital role in helping students explore their options. These lead into personalised one-on-one subject selection interviews, guided by trained staff and supported by qualified Careers Practitioners. This process empowers students to make informed and confident decisions about their future pathways.

We are proud of our students and appreciate the ongoing support and involvement of our families. Together, we will continue to build on this success and encourage every student to reach their full potential.

Carys Freeman
Senior School Assistant Principal

Senior School Staff

The following College staff may be of assistance when planning your Senior Studies Course. We encourage you to contact any of our staff members, please call the College on 8762 6839.

Senior School Assistant Principal	Carys Freeman
Year 11 VCE Leading Teacher Learning & Wellbeing	Elise Corney
Year 12 VCE Leading Teacher Learning & Wellbeing	Kelly Jessop
Year 12 VCE Year Level Coordinator	Satin Kaur
Year 12 VCE VM Leading Teacher Learning & Wellbeing	Kate Oades
Year 12 VCE VM Year Level Coordinator	Matthew Donnelly
Year 11 VCE VM Leading Teacher Learning & Wellbeing	Laura Carney
Year 11 VCE VM Year Level Coordinator	Paul Erler
Careers Development Practitioner & Pathways Leader	Nancy Huez-O'Rourke
VET Coordinator & Careers & Pathways Practitioner	Greg Latham
Senior School Administration & Vass	Vanessa Mohr

The Course Selection Process

About our Subject Selection Guide

This guide contains general information and unit descriptions for the Victorian Certificate of Education (VCE), VCE Vocational Major (VCE VM) or the Victorian Pathways Certificate (VPC). Students intending to undertake a Year 11 & 12 course at Fountain Gate Secondary College and their parents are advised to use the information and advice contained in this guide to assist them in deciding on an appropriate Senior Studies program.

This guide has been developed to support the Senior School subject selection process for students, parents, and guardians. It is a guide only and not intended to be all-encompassing. It is a guide only and not intended to be all encompassing. Students need to be responsible to conduct research in their future career pathway.

Senior Studies Information Sessions:

Year 10 into Year 11 Senior Studies Information Assembly	Monday 16 June – Period 4
Subject Selection Information Evening	Tuesday 29 July 2025 5:30pm – 8:00pm
Year 10 into Year 11 Course Counselling: Appointment Only	Monday 11 August and Thursday 14 August 2:00pm – 8:00pm
Year 11 into Year 12 Course Counselling: As Required	Tuesday 26 August 3:15pm – 8:00pm

These are vitally important dates. It is during this time that Year 10 students will select the course of study they plan to undertake in 2026. Students and parents/guardians must make an appointment with a Course Counsellor to discuss the students current progress, future pathways, and subjects best suited to them. This session is expected to take around 20 minutes, and students must attend thoroughly prepared because we need to ensure the student, and their parents/guardians, makes an informed decision. Students will select the course of study they wish to pursue in 2026 at this meeting. Session times will be between 2pm and 8pm on each day. Normal classes will run periods 1 - 4. Year 10s will be dismissed at lunchtime.

Please be aware that International Students may need further counselling appointments.

We anticipate that student and subject groupings for 2026 should be finalised by early Term 4. During Term 4 all Senior School students will participate in **Step-Up**. Students will attend the subjects they have chosen or been allocated to and begin their senior program. They will also be given some work to complete over the holiday period and will undergo Verification Tests in Feb 2026.

Careers & Pathways at Fountain Gate Secondary College

At Fountain Gate Secondary College, we are committed to providing comprehensive career education and planning support for students from Years 7 to 12. Our program is designed to help students explore their interests, understand their strengths, and plan their future career paths effectively. We have a team of qualified Career Practitioners who can support staff, students, and families with various services and opportunities.

Career Education Services

At Fountain Gate Secondary College, our comprehensive careers program provides targeted career education and planning support for students from Years 7 to 12, ensuring they have the knowledge, skills, and confidence to navigate their future career pathways effectively.

Years 7 & 8:

- **Career Self-Exploration Workshops:** Students participate in workshops focused on self-discovery, which helps them identify interests and potential career paths early on.
- **Careers E-Portfolio:** Students develop a digital portfolio to consolidate career planning resources and track their career exploration journey.

Year 9:

- **My Career Insights-Morrisby Assessment:** All Year 9 students complete the Morrisby assessment, a comprehensive diagnostic tool that provides insights into their strengths and career preferences. The assessment includes a one-on-one counselling session with a qualified and accredited career practitioner.
- **Careers E-Portfolio:** The digital portfolio is a centralised platform for students to organise and update their career-related documents and action plans.
- **Mock Interview Program:** Students participate in simulated job interviews with industry professionals to practice essential interview skills and build confidence.

Years 10-12:

- **Annual Career Action Plan:** Each student develops and refines a personalised Career Action Plan, reviewed annually with a qualified Careers Practitioner. These sessions provide opportunities to assess progress, adjust goals, and ensure alignment with pathway aspirations.
- **Careers Counselling:** Targeted counselling sessions support students in making informed subject selections, post-secondary education choices, and training pathways.
- **Mock Interview Program:** Students participate in simulated job interviews with industry professionals to practice essential interview skills and build confidence.
- **Individual Pathways Meetings:** Tailored meetings provide ongoing guidance to help students navigate course selections, tertiary applications, and vocational pathways.

Additional Careers Education Support:

- **VCE VET certificates:** Facilitating internal and external VCE VET certificates that equip students with practical skills, industry-recognised qualifications, and valuable applied learning experience aligned with their career interests.
- **Work Experience & Structured Workplace Learning:** Coordinating work experience placements and structured workplace learning for Year 10 and VCE VM students, providing them with valuable industry exposure and practical experience to complement their academic studies.
- **Incursions** & **Excursions:** Organising industry visits, guest speakers, workshops, and tertiary tours to expand students' awareness of diverse career options and educational pathways.
- **VTAC Application Support:** Assisting students with post-secondary planning, including guidance on tertiary options and support throughout the Victorian Tertiary Admissions Centre (VTAC) application process.
- **Course** & **Subject Selection Interviews:** Guiding course selection interviews ensure students choose subjects that align with their career interests and aspirations.
- **Weekly Careers Newsletter:** Sharing up-to-date information on tertiary courses, immersive experiences, TAFE and university open days, and other career-related opportunities.
- **Careers** & **Pathways Resource Centre:** Offering a drop-in centre where students can access career resources and seek personalised guidance from the Careers and Pathways team.

Our team of qualified Career Practitioners are dedicated to empowering students with the tools and resources they need to achieve their career goals and successfully transition beyond secondary school.

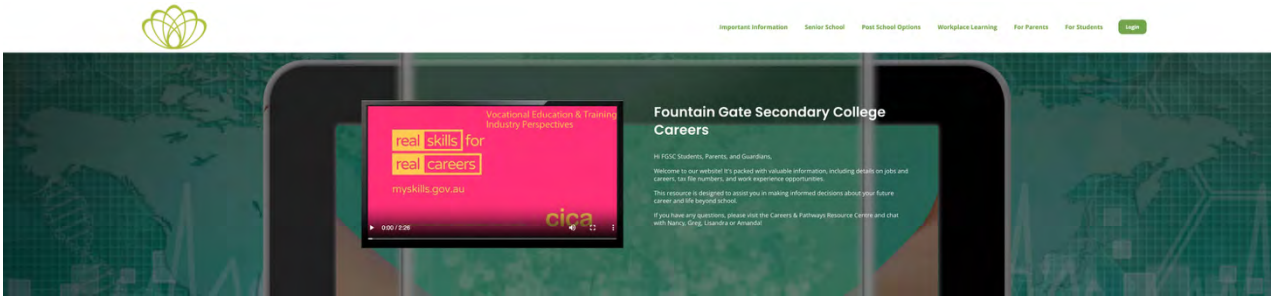
Career Tools

We aim to provide the latest information to help you navigate about your future career and life beyond school.

This site can locate Universities, TAFEs, and other courses across Australia, provide information about VCE, search for job vacancies, and more.

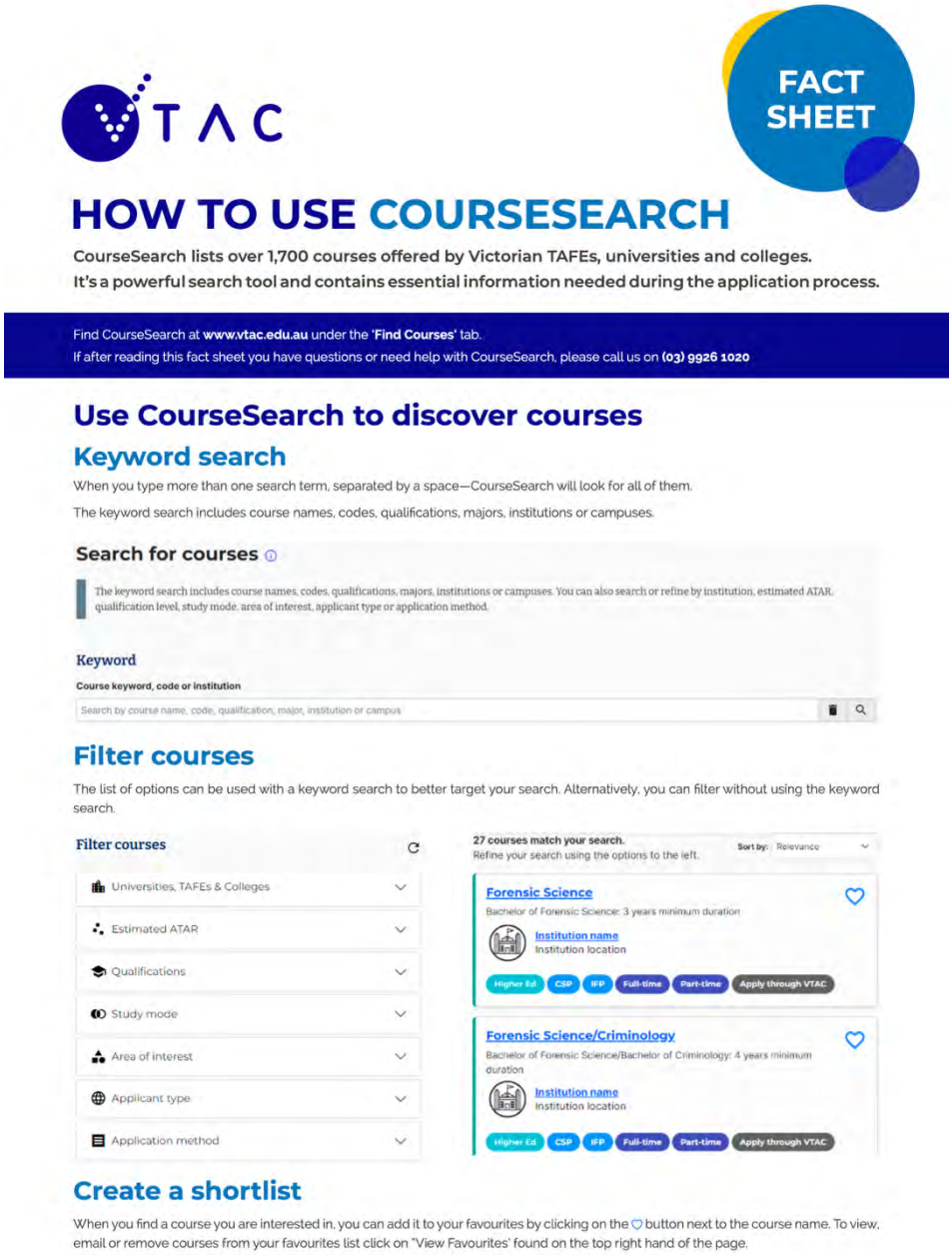
https://fgsccareers.com/

As the team is extremely popular at peak times, students are encouraged to make an appointment in advance to ensure they see someone promptly.



VTAC Course Search

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs, and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supports documentation to the relevant authorities at institutions.



VTAC

FACT SHEET

HOW TO USE COURSESEARCH

CourseSearch lists over 1,700 courses offered by Victorian TAFEs, universities and colleges.
It's a powerful search tool and contains essential information needed during the application process.

Find CourseSearch at **www.vtac.edu.au** under the **'Find Courses'** tab.
If after reading this fact sheet you have questions or need help with CourseSearch, please call us on **(03) 9926 1020**

Use CourseSearch to discover courses

Keyword search

When you type more than one search term, separated by a space—CourseSearch will look for all of them.

The keyword search includes course names, codes, qualifications, majors, institutions or campuses.

Search for courses

The keyword search includes course names, codes, qualifications, majors, institutions or campuses. You can also search or refine by institution, estimated ATAR, qualification level, study mode, area of interest, applicant type or application method.

Keyword

Course keyword, code or institution

Search by course name, code, qualification, major, institution or campus

Filter courses

The list of options can be used with a keyword search to better target your search. Alternatively, you can filter without using the keyword search.

Filter courses

- Universities, TAFEs & Colleges
- Estimated ATAR
- Qualifications
- Study mode
- Area of interest
- Applicant type
- Application method

27 courses match your search.
Refine your search using the options to the left.

Sort by: Relevance

Forensic Science
Bachelor of Forensic Science: 3 years minimum duration
Institution name
Institution location
Higher Ed. CSP IFP Full-time Part-time Apply through VTAC

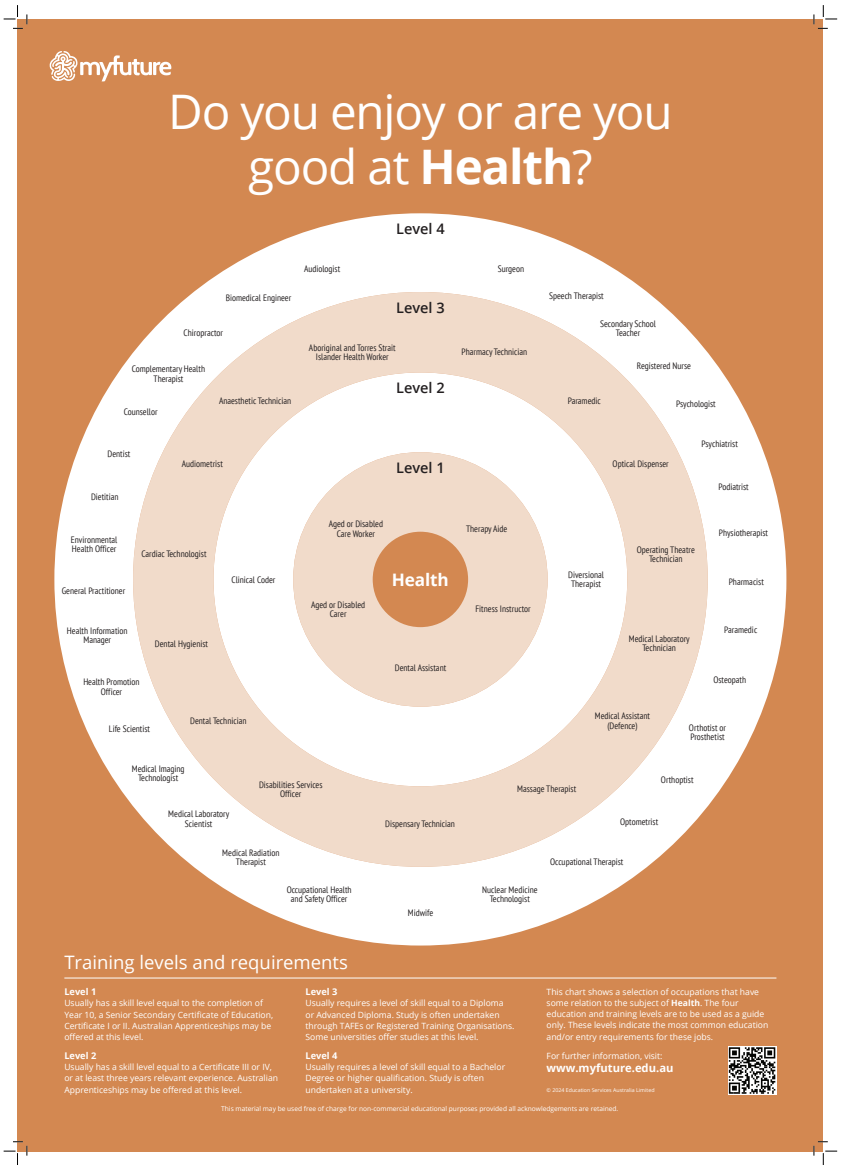
Forensic Science/Criminology
Bachelor of Forensic Science/Bachelor of Criminology: 4 years minimum duration
Institution name
Institution location
Higher Ed. CSP IFP Full-time Part-time Apply through VTAC

Create a shortlist

When you find a course you are interested in, you can add it to your favourites by clicking on the ♡ button next to the course name. To view, email or remove courses from your favourites list click on "View Favourites' found on the top right hand of the page.

Careers' Targets

Click the Careers' Targets, and you can select from the following areas of interest to view a range of career pathways to which this subject area could lead you.



Art Automotive Biology Business Studies Chemistry Community Services Computing & IT Construction Economics Electro Technology Engineering English Entertainment Environmental Science Food Studies Geography Health History Home Economics Hospitality Industrial Arts Languages Maths Media Studies Metal Work & Engineering Music Outdoor Education Performing Arts Psychology Physical Education Physics Retail Rural Studies Social Science Textiles & Design

Useful Websites

Career Tools

A platform that allows students access to various exciting and innovative career resources and activities. The Career Tools platform encourages the sharing and collaboration of students' goals, career-based activities and quizzes and a Career Action Plan to help students research and map their future career journey.

https://fgsccareers.com/

MyFuture-Career Information

MyFuture provides various information on career planning, training options, and profiles for different occupations. It is a good starting point for discussing careers.

https://myfuture.edu.au/

VCAA

VCAA is the body that administers and regulates the delivery of VCE (General), VCE VM, VPC and VCE VET certificates. Information available via VCAA includes:

- Study Designs
- Administration and Assessment Policies
- Example
- Exams

www.vcaa.vic.ed.au

VTAC

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for offers in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria. VTAC receives and forwards student application information and supporting documentation to the relevant authorities at TAFE, University, and tertiary institutions.

www.vtac.edu.au

Senior Subject Contacts

Accounting	Mr Hatzinicolaou
Applied Computing	Mr Portelli
Art: Making & Exhibiting	Ms Pearsall
Biology	Mr Oakes
Business Management	Mr Hatzinicolaou
Chemistry	Mr Oakes
Drama	Ms Pearsall
Economics	Mr Hatzinicolaou
English & Literature	Ms Brack
English as an Additional Language (EAL)	Ms Worth
Food Studies	Mr Edwards
Foundation, General, Methods, Specialist Mathematics	Mr Savio
Health and Human Development	Ms Minkou
History	Mr Hatzinicolaou
Legal Studies	Mr Hatzinicolaou
Media	Ms Pearsall
Philosophy	Mr Hatzinicolaou
Physical Education	Ms Minkou
Physics	Mr Oakes
Product Design and Technology	Mr Edwards
Psychology	Mr Oakes
Software Development	Mr Portelli
Systems Engineering	Mr Edwards
Visual Communication Design	Ms Pearsall
VCE VM	Ms Oades or Ms Carney
VCE VET Certificates	Careers & Pathways Team

Victorian Certificate of Education (VCE)

What is VCE?

The **Victorian Certificate of Education (VCE)** is a senior secondary certificate of education awarded to students who successfully complete secondary school in Victoria. It is an internationally recognised qualification that prepares students for:

- **University**
- **TAFE and other training**
- **The workforce**

Structure and Duration

- Typically completed over **two years** (Years 11 and 12), though some students begin in **Year 10**.
- Students usually complete between **20 and 24 units**, across **5 to 6 subjects**.
- Subjects are studied in **units**, with:
  - **Units 1 & 2** usually taken in the first year
  - **Units 3 & 4** taken as a sequence in the second year (must be completed together for a study score)

Requirements for VCE Completion

To receive the VCE, students must:

- Satisfactorily complete **at least 16 units**, including:
  - **At least three units of English**
  - **At least three sequences of Units 3 & 4 in studies other than English**

To be eligible for **tertiary entrance**, students must complete **Units 3 & 4 of an English study**.

Assessment and Satisfactory Completion

- Each unit has **2–4 Outcomes**, assessed by **School Assessed Coursework (SACs)**.
- A result of:
  - **S (Satisfactory)** is awarded if all outcomes are achieved.
  - **N (Not Satisfactory)** is given if outcomes are not achieved.

Assessment and completion are determined by schools following **VCAA (Victorian Curriculum and Assessment Authority)** guidelines.

Choosing a VCE Program

Choosing VCE subjects is a crucial step in career planning. Students should:

- Select subjects that **interest** them and **match their strengths**.
- Consider **future career or tertiary goals**.
- Check for **university or TAFE prerequisites**.

Avoid choosing subjects based on:

- Friends' choices
- Favourite teachers
- Scaling factors

What is a Prerequisite?

A **prerequisite** is a specific subject (or sequence) you must complete to be eligible for certain tertiary courses.

For example:

- Engineering might require **Maths Methods** and **Physics Units 3 & 4**
- Medicine might require a **minimum study score** in Chemistry

Failing to meet prerequisites means you **won't be eligible**, no matter how well you do in other subjects.

Why Are Prerequisites Important?

- They ensure students are prepared for the level of content in the course.
- They reflect expected background knowledge.

Where to Find Prerequisite Information

- Check the **VTAC website**: www.vtac.edu.au
- Look for the annual **VTAC Guide**, published in July in **The Age** and **Herald Sun**

VCE Vocational Major (VCE VM)

The **VCE Vocational Major (VCE VM)** is a vocational and applied learning pathway within the **Victorian Certificate of Education (VCE)** designed for students in Years 11 and 12 who are aiming for **applied learning** that prepares them for work, training, or further study.

Key Features of the VCE Vocational Major:

Applied Learning Approach

- Focuses on real-world, practical experiences.
- Learning is authentic, student-centred, and reflective.
- Connects theory to real-life contexts, especially in areas students care about and control.

Program Structure

- A **two-year program** (Years 11 & 12).
- Comprises **four core subjects**:
    1. **Literacy**
    2. **Numeracy**
    3. **Work-Related Skills**
    4. **Personal Development Skills**
- Requires **180 hours of VCE VET (Vocational Education and Training)** at Certificate II level or above.
- No external exams: assessment is school based through practical tasks and projects.
- **No ATAR** is awarded, so it's not designed for direct university entrance via traditional methods.

Outcomes

- Prepares students for:
    - Apprenticeships or traineeships
    - Further education or training (e.g., TAFE)
    - Employment
    - University via alternative entry pathways

- Students receive:
    - **Victorian Certificate of Education – Vocational Major**
    - **VET Statement of Attainment** for completed VCE VET components
    - **Statement of Results** detailing their studies

VCE VM at Fountain Gate Secondary College

To successfully complete the program at Fountain Gate Secondary College, students must meet the following requirements over the two years:

- **3 English/EAL/Literacy units** (must include Units 3 & 4)

3 additional Unit 3 & 4 sequences (could include VCE VET) must include:

- **2 Numeracy/Maths units**
- **2 Personal Development Skills units**
- **2 Work-Related Skills units**
- **180 hours of VCE VET Certificate**

Summary

The **VCE Vocational Major** is ideal for students who thrive in **applied learning** environments and are aiming to transition smoothly into the workforce, apprenticeships, or further vocational education. It provides a well-rounded, real-world education experience without the pressure of traditional exams or ATAR requirements.

VCE VOCATIONAL MAJOR PATHWAY

What does a Year 11 VCE VM course look like?

VCE VOCATIONAL MAJOR
4-day program completing the below subjects: • Literacy • Numeracy • Personal Development Skills • Work Related Skills • Internal or External VCE VET • Job Camp & Community Project • SWL – Structured Workplace Learning

VCE VOCATIONAL MAJOR
4-day program completing the below subjects: • Literacy • Numeracy • Personal Development Skills • Work Related Skills • Internal or External VCE VET • SWL – Structured Workplace Learning

Vocational Major for you?

If you are seriously considering the VCE Vocational Major as an option for you, the attached check list may help you to confirm your suitability. You need to be able to confidently tick each point.

VCE Vocational Major is a course for students who do not require an ATAR Score.	
It is a course suited for young people who wish to gain an apprenticeship or traineeship.	
If intending to go on to TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course by completing VCE VM. In most cases this won't be a problem.	
Students must complete a minimum of 180 hours per year of a VCE VET/TAFE certificate as part of their VCE VM certificate.	
Although the VCE VET/TAFE component of the VCE VM program is heavily subsidised by Government funding, students may have to pay some costs depending on their chosen VCE VET/TAFE certificate.	
VCE VET/TAFE attendance may require students to be able to make their own way to the course location. This will be at the student's own expense.	
Students must be prepared to complete work placement. Structured Workplace Learning is a compulsory part of the course and Work Experience in Year 10 is a prerequisite.	
Students must seek out their own work placements.	
Structured Workplace Learning will need to be linked to the VCE VET/TAFE certificate you are enrolled in.	
Attendance at school, VCE VET certificate and work placement is vital if you are to complete your VCE VM certificate.	
Although students will be completing more practical subjects, there is still a writing/theory component to all classes including VCE VET.	
Students need to be prepared to work independently of teacher assistance.	

What is Structured Workplace Learning (SWL)?

Structured Workplace Learning is a mandatory work placement that allows students to develop knowledge, work-related skills, and attitudes in a supervised workplace setting. Placement must be undertaken in the same industry as your VCE VET certificate to enhance the opportunity to develop and demonstrate specific skills and competencies related to your course. Structured Workplace Learning also allows students to build networks with employers, improve students' understanding of employer expectations, trial different career choices whilst at school, and develop independence and self-confidence.

Please don't hesitate to contact Greg Latham at greg.latham@education.vic.gov.au for further information regarding Structured Workplace Learning.

VCE VM Core Subjects

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based on applied learning principles, making strong connections between students' lives and learning.

By engaging with a wide range of 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. Along with the literacy practices necessary for reading and interpreting meaning, students must develop their capacity to respond to information. Listening, viewing, reading, speaking, and writing are developed so that students can communicate effectively both in writing and orally.

A further essential part of literacy is that students develop their understanding of how written, visual, and oral communication are designed to meet the demands of different audiences, purposes, and contexts, including workplace, vocational and community contexts. This understanding helps students develop their writing and oracy so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles.

Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel.

They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

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

VCE VM 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 with consideration of their local, national, and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracy skill are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement, and evaluate an active response to community need.

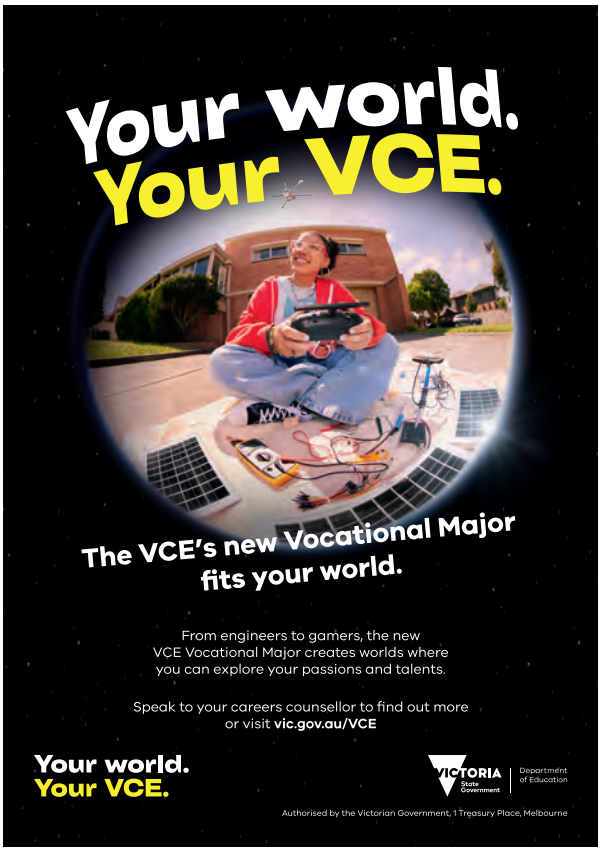
The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities, and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative, and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment application



What is Vocational Education and Training Delivered to School Students (VDSS)?

Vocational Education and Training (VET) *certificates help students make a smooth transition from school into further education, training, or employment.*

VET Delivered to School Students (VDSS) *refers to* ***TAFE-level courses*** *that allow students to work towards a* ***nationally recognised qualification*** *while still attending secondary school.*

These programs help students build the skills and knowledge needed for the workplace and beyond.

Benefits of Studying a VCE VET Certificate

By choosing a VCE VET certificate, students can:

- *Work towards their* ***VCE or VCE-Vocational Major and*** *a* ***TAFE qualification*** *at the same time*
- *Gain a nationally recognised* ***Certificate II or III*** *in a specific industry area*

Build key employability skills like:

- *Communication*
- *Teamwork*
- *Using technology*
- *Problem-solving*
- *Planning and organising*
- *Interpreting information*
- *Understanding workplace safety (OH&S)*

Gain experience that can lead to:

- *Employment*
- *Further TAFE study*
- *University pathways*

Student Commitment

There are many benefits for students who choose to undertake a VCE VET certificate. At Fountain Gate Secondary College, we are committed to supporting students in both accessing and succeeding in their chosen certificate. To make the most of this opportunity, students are expected to show dedication and commitment to their course.

Students will be required to:

- Meet application deadlines and prepare for and attend interviews on time.
- Attend classes on time and regularly.
- Notify the school, RTO or TAFE of an absence.
- Always act responsibly at school, RTO, TAFE, or the workplace.
- Abide by the rules of the RTO or TAFE.
- Always be prepared for classes and have the necessary equipment required.
- Organise and complete work placement when required.
- Promptly notify Fountain Gate Secondary College's whenever problems or queries arise.
- Work in a safe manner.

Please be aware that students who do not commit to the full year may be liable for withdrawal fees charged by the registered training organisation.

Things to Consider When Choosing a VCE VET Certificate

VCE VET is a great opportunity—but it's also a big commitment. It's **not an 'easy' option**. Here's what you should keep in mind:

- A VCE VET certificate adds to your **overall study load**, just like any other VCE subject.
- There is always a **theory component**, even in an applied learning course like:
    - Building & Construction
    - Dance
    - Health Support Services
- You'll need to work through **self-paced modules** independently
- Students must complete the **online application** for any VCE VET Certificate.

These courses are ideal for motivated students who are ready to start building industry-level skills and qualifications while still at school.

Need Help Choosing?

Subject selection can shape future opportunities, so we encourage students and families to speak with the Careers & Pathways Team at Fountain Gate Secondary College.

- Our team is here to help you:
- Understand subject options
- Plan future career or study pathways
- Choose electives that align with student interests and goal.

VCE VET Certificates offered at Fountain Gate Secondary College

Certificate II in Building & Construction (Carpentry) **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate II in Health Support Services** **Duration:** 1 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate III in Creative & Digital Media **Duration:** 1 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate II in Dance (partial completion Certificate III)** ***Scored Option** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate II in Electrotechnology – Career Start **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate II in Engineering Studies** ***Scored Option** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate III in Health Services Assistance ***Scored Option** ***Students must complete Certificate II in Health Support Services to be considered for the Certificate III.*** **Duration:** 1 Year Program **Offered to:** Year 11 & Year 12 VCE & VCE VM	**Certificate III in Information Technology** ***Scored Option** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate III in Music ***Scored Option** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate III in Sport, Aquatics & Recreation** ***Scored Option** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate II in Workplace Skills **Duration:** 1 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate III in Business** ***Scored Option** ***Students must complete Certificate II in Workplace Skills to be considered for the Certificate III.*** **Duration:** 1 Year Program **Offered to:** Year 11 & Year 12 VCE & VCE VM

Eligibility requirements, such as learning behaviours, attendance, literacy/numeracy levels, and industry pathway, apply to Year 10 students who wish to enrol in any of the above courses.

All VCE VET Certificates are subject to demand.

What is a School Based Apprenticeships & Traineeships (SBAT)

School-based Apprenticeships or traineeships (SBAT) are another way vocational training can contribute to your VCE VM Certificate. A student completing an SBAT as part of their VCE VM program would complete the following:

- VCE VM studies at school
- VET at a Registered Training Organisation (RTO), such as a TAFE institute
- Part-time paid work in the industry where you are training.

School-based apprenticeships or traineeships offer valuable opportunities for students and count towards the successful completion of the VCE Vocational Major, just like VCE VET certificates. They provide credit for Units 1 to 4 and, in some cases, may also contribute to a student's ATAR. This pathway allows students to gain hands-on industry experience while continuing their secondary education.

To become an apprentice or trainee, you must be in paid work and sign a training contract, which must be registered with the Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA). A school-based apprenticeship or traineeship requires at least 13 hours of training and employment per week.

Currently, there are many industries, such as building and construction, early childhood education, and sport and recreation, where students can do a school-based or part-time apprenticeship or traineeship as part of their VCE VM. These are subjects to change depending on work placement availability.

Some examples may include:

An SBAT targets students committed to vocational education who have a good idea of the career they want to pursue. It is the student's responsibility to keep up with any classwork missed. Typically, SBATs are undertaken by VCE VM students, however this does not exclude VCE General students being considered.

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

What is HeadStart?

HeadStart is a new model for apprenticeships and traineeships for students over 15 years old and enrolled at school. HeadStart students spend more time doing paid on-the-job training in priority industries whilst completing VCE VM at school. A HeadStart Apprenticeship or Traineeship has three core components:

1. Flexible delivery of VCE VM to help maximise time on the job, with a strong focus on literacy and numeracy.
2. Quality training delivered in a way that is aligned with time on the job to support the achievement of competencies.
3. Maximised time in employment, with time on the job increasing each Year to support genuine progression through the apprenticeship or traineeship.

HeadStart staff based in schools work with the apprentice or trainee, employer, school, and TAFE institute or RTO to develop a tailored HeadStart pathway plan. This plan outlines how the apprentice or trainee will complete their VCE VM and their apprenticeship or traineeship.

Eligibility

HeadStart's success depends on carefully selecting and matching students with qualifications, training providers and employers. All parties' collective goodwill and commitment to the best possible outcomes for students and employers. The HeadStart program is specifically for students who are highly focused on their industry careers and have good literacy and numeracy skills.

For more information about HeadStart, please speak to the Careers & Pathways team or visit: www.education.vic.gov.au/headstart

SCHOOL

VCE or VM
(YEAR 10,11 & 12)

TAFE/RTO

Vocational Education Training
(from Certificate II Level)

WORK

Working on the job and earning a wage as an Apprentice or Trainee

VICTORIAN SCHOOL OF LANGUAGES

What is the Victorian School of Languages (VSL)?

The Victorian School of Languages (VSL) is a government school in Victoria. It provides access to language programs to students in Years 10 to 12 who do not have access to the study of different languages in their mainstream schools.

Face-to-Face Classes

The VSL offers face-to-face classes in over 40 VSL Centres throughout the metropolitan area and regional Victoria. Courses in many languages are available from Prep to VCE. In standards and content, courses are comparable to those offered in day school language classes and follow a standard course design. Our face-to-face classes are held outside of school hours in VSL Centres, located in government secondary colleges. These classes are held mainly on Saturday mornings. Some classes are run on weekday evenings.

What is the benefit of studying a language?

Many of our students are migrants or come from migrant families, with many students and their families speaking a language other than English. It can be challenging for a newly arrived migrant to study English when it is not their preferred language. Enrolling in a language study may benefit some of our students as learning a language can reduce the pressure of knowing all their subjects in English, continue to build their skills in their native language, and support students in completing units that contribute to their studies.

What languages are available to study?

The VSL offers extensive language studies, which the VCAA accredits for VCE. These languages include but are not limited to:

- Dari
- Khmer
- Persian
- Punjabi
- Pashto
- Serbian
- Sinhala
- Spanish
- Vietnamese
- Arabic
- Chinese (Mandarin)

VICTORIAN SCHOOL OF LANGUAGES

For more information about VSL studies and locations/centres, visit https://www.vsl.vic.edu.au/ or speak to the Careers & Pathways Team at the College.

Selecting a course for 2025

2026 Subject Listings

You may like to select your subjects based on one of the programs mentioned earlier in this guide. If not, you can develop a course by selecting from the Senior Subjects & Programs listed below. This list is the anticipated set up of subjects in the Senior School at Fountain Gate Secondary College next year – **please be aware that this list may vary from the final 2026 subjects being offered, but it is unlikely to vary much from the current structure as shown.**

Student choice will be the determining factor on how much the 2026 list changes from the current structure. This selection model allows you to develop a program for yourself, but please ensure that you consider all the requirements of VCE and that you keep a range of options open for post-VCE careers.

VCE General Subjects

The following pages of VCE General Subjects have detailed information, including study outlines for Units 1 & 2, and Units 3 & 4 to help you decide which subjects will appeal most to you.

VCE VET Certificate

Information regarding VCE VET certificates and locations are available from the Careers & Pathways Team on the Subject Selection and Information Evening.

VCAA-Recommended Pathways for EAL (English as an Additional Language) Students

Fountain Gate Secondary College is committed to supporting EAL students in Year 10 by providing appropriate and structured senior school pathways based on their individual academic progress.

The goal of these pathways is to give each student the best chance of success and to ensure they can satisfactorily complete a Victorian Senior Secondary Certificate (such as the VCE General or VCE Vocational Major).

This is not a disadvantage. Rather, it is a supportive approach designed to help students access the curriculum at a level suited to their current language proficiency and academic readiness, and means they are assessed against a smaller group of students.

How Pathways Are Determined

To ensure students are placed into the most appropriate pathway, the college will consider a range of data, which may include:

- Year 10 assessment tasks and class performance
- Progressive Achievement Test – Reading (PAT-R) results
- Engagement in learning and classroom participation
- An interview exploring the student's growth, motivation, and aspirations
- VASS data including NAPLAN results from Year 7 and Year 9 (where available)
- A Year 10 Pathway Eligibility Assessment (conducted as needed)

VCAA Guidelines for EAL Students

According to VCAA guidelines:

- A student should be at **C3 level or above** on the EAL assessment guide to attempt a standard senior school study pathway.
- If a student is **below C3 level**, VCAA strongly advises against beginning a VCE study program, as the level of assumed English proficiency is likely to make success difficult.
- At Fountain Gate Secondary College, the minimum requirement to enrol in the VCE General pathway is **C4 proficiency**, to align with the school's 50% minimum passing standard.

Alternative Pathways for EAL Students

To further support EAL students, the following options may be considered:

- A **VCE VM** pathway
- A **Three-Year VCE General** pathway

If a student undertakes a three-year VCE, the college will confirm their **continued eligibility for the EAL program** in the third year, as per VCAA rules. If the student is no longer eligible for EAL in that third year, they will be advised according to their pathway needs.

We encourage students and parents/guardians to read through the to better understand the language commonly used in senior school.

Key Terms

Apprenticeship

A structured learning program that combines on-the-job training with TAFE learning. Designed for students who are **no longer in school**. Typically leads to a trade qualification.

ATAR (Australian Tertiary Admission Rank)

A rank from **0 to 99.95** used to assess a student's position relative to others and apply for **university and some TAFE** courses.

Attendance

To pass VCE units, students must maintain at least **95% attendance**. Absences beyond this require **medical certificates**. Missing about **10 lessons per semester** equates to 95% attendance.

Certificate II

A **nationally recognised qualification** often completed at TAFE in **6–12 months**. Typically, an entry-level qualification.

GAT (General Achievement Test)

A compulsory test for all students enrolled in any VCE Unit 3 & 4 sequence, including VCE and VCE VM students. It assesses general skills in literacy, numeracy, mathematics, science, technology, humanities, and the arts.

The GAT is used to:

- Validate school-based assessments (SACs and SATs)
- Calculate derived exam scores in special circumstances
- Provide reporting on literacy and numeracy standards

SAC (School Assessed Coursework)

Assessments completed **in school** as part of VCE. These contribute to the final VCE results for Units 3 & 4.

SBAT (School-Based Apprenticeship or Traineeship)

A combination of school, paid work, and training, allowing students to begin an apprenticeship or traineeship while completing their VCE. Students typically work one day a week and attend training through a Registered Training Organisation (RTO).

TAFE (Technical and Further Education)

Offers practical, skills-based education. Course durations vary from **short courses to 4 years part-time**. The highest qualification is an **Advanced Diploma**.

Traineeship

Structured training in mostly **non-trade areas** such as **business or childcare**. Takes around **1–3 years**, combining paid work and training.

Units 1 & 2

VCE subjects typically completed in **Year 11**. Can be taken as standalone units.

Units 3 & 4

Usually completed in **Year 12**. These must be done as a **sequence** and are required for a **scored VCE** and **ATAR**.

University

Tertiary education provider offering degrees from **bachelor's to doctorate** level. Learning includes **lectures, tutorials, and practicals**. Requires completion of a **scored VCE** for direct entry after Year 12.

VCAA (Victorian Curriculum and Assessment Authority)

Sets curriculum and **assesses VCE exams** in Victorian state schools.

VCE (Victorian Certificate of Education)

Victoria's **standard senior secondary certificate**, typically completed over **Years 11 and 12**.

VCE Vocational Major (VM)

A **2-year applied VCE program** focused on vocational and applied learning learning. Leads to **apprenticeships, traineeships, further education**, or **university via non-ATAR pathways**.

VET (Vocational Education and Training)

Nationally recognised courses that develop workplace skills. Can be completed **as part of a VCE** pathway. VCE VET's can also **contribute towards a VCE.**

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
English/EAL

VCE English

SCOPE OF STUDY:

VCE English focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and other culture and comprise many text types, including media texts for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

UNIT OVERVIEW:

Unit 1:

Area of Study 1: Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They draw on personal experience and understanding in developing writing about texts and work to shape their ideas and knowledge into formal essay structures.

Area of Study 2: Crafting texts

In this area of study, students engage with and understand effective and cohesive writing. They apply, extend, and challenge their understanding and use of imaginative, persuasive, and informative texts. Through guided reading of mentor texts, students understand the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

Unit 2:

Area of Study 1: Reading and exploring texts

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to open possible meanings in a text further, and extending their writing in response to the text. Students will develop their skills from Unit 1 by exploring a different text type from that studied in Unit 1.

Area of Study 2: Exploring argument

Students consider the way disputes are developed and delivered in many forms of media. Students read, view, and listen to various texts that attempt to position an intended audience in a particular context. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience.

Unit 3:

Area of Study 1: Reading and exploring texts

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities, and reflection on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognie how these elements influence the way a text is read or viewed, is understood by different audiences, and positions readers differently.

Area of Study 2: Creating texts

Students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features and conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Unit 4:

Area of Study 1: Reading and exploring texts

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the tideas and values a text can convey.

Area of Study 2: Analysing argument

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view, and/or listen to a variety of texts from the media.

VCE English as an Additional Language

ENGLISH AS AN ADDITIONAL LANGUAGE

UNITS 1 & 2

SCOPE OF STUDY:

VCE EAL focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and other culture and comprise many text types, including media texts for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, specifically those for whom English is an additional language.

ELIGIBILITY:

To be eligible to study English as an Additional Language a student must satisfy both of the following conditions:

- The student has been a resident in Australia for a period, not more than seven (7) calendar years immediately before 1st of January of the year in which EAL Unit 3 & 4 are undertaken.
- English has been the student's primary language of instruction for a total period of no more than seven (7) years before the commencement of the year in which EAL Units 3 & 4 are undertaken.

UNIT OVERVIEW:

In Unit 1, students complete the following areas of study:

- **Reading and exploring texts**

Students make personal connections with, and explore the vocabulary, text structures, language features, and ideas in a text.

Assessment task: A personal response to a set text

- **Crafting texts**

Students demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about selected vocabulary, text structures, language features and conventions used during writing processes. Assessment task: Two student created texts such as: short stories, speeches, essays, podcasts, poetry/songs, feature articles, and memoirs. A set of annotations on the student- created texts, identifying the qualities of effective writing.

Assessment tasks: mind map or analytical text response

- **Exploring argument**

Students consider how arguments are developed and delivered in many forms of media. Students read, view, and listen to a range of texts that attempt to position an intended audience in a particular context. They closely examine the language and visuals employed by the author and offer analysis of the intended effect on the audience. Assessment task: written analytical essays and oral tasks which include discussions, debates and dialogues as well as individual oral presentations.

VCE Bridging English as an Additional Language

SCOPE OF STUDY:

Bridging English as an Additional Language (EAL) is a focused and intensive English language subject designed for students who are still developing their English skills. It supports students in preparing for further study, work, and everyday communication. This subject is part of a three-year VCE program and is especially helpful for students who are currently below the **C3 level** on the EAL continuum. It aims to build the language skills needed to succeed in a general VCE pathway.

Through this subject, students develop their abilities in speaking, listening, reading, viewing, writing, and critical thinking. The course helps students improve how they use English in different settings—academic, social, and professional. There is a strong focus on both spoken and written Standard Australian English. Students explore grammar, sentence structure, and meaning in detail through a variety of texts and real-life situations. Oral and listening skills are also a key focus of the course.

UNIT OVERVIEW:

Unit 1: English for Learning

Area of Study 1: English for everyday purposes

In this area of study students explore how English is used for everyday purposes, with the objective of preparing them to be better prepared for their interactions in the real world. Students identify and discuss variations in vocabulary, structures and conventions of spoken and written language, including culturally appropriate non-verbal language for a range of situations, purposes and audiences. These include social interactions, negotiating relationships, seeking and giving information and engaging in conversations and discussion.

Area of Study 2: English for academic purposes

In this area of study students develop their understanding of how English is used for academic purposes. They read and discuss a variety of texts commonly used in studies other than English. Students identify variations in language and discuss the meaning and different functions of vocabulary, symbols and abbreviations. They learn that language in academic discourse may be subject specific for defining or conveying subject content, giving instructions, or outlining processes, as well as non-subject specific, for example to provide background information.

Unit 2: English for life

Area of Study 1: English for self-expression

In this area of study students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions and experiences. They consider how authors use language to express themselves for different audiences and purposes. They discuss the decisions authors make to express their ideas in spoken, print and multimodal texts, and understand that authors use vocabulary, structures, features and conventions for different purposes and audiences.

The elective areas of study enable students to extend their understanding of how English is constructed and used in consideration of student pathways. For example, Unit 2, Area of Study 2: English in the media is recommended for student completing their VCE, whilst Area of Study 3: English for the workplace is more for those moving into the workplace or training in the future. One of the following elective areas of study must be selected for study:

Area of Study 2 (elective): English in the media

In this area of study students engage with and understand spoken, print, visual, and multimodal media texts, and develop understanding of how these texts reflect cultural contexts and seek to position audiences. In considering the choices made by authors to position their intended audiences, students identify and discuss cues used in articles or websites. Students are also encouraged to engage in online media texts and identify and discuss other digital cues as well as comments and the use of 'netiquette'.

Area of Study 3 (elective): English for the workplace

In this area of study students focus on speaking and listening and reading and writing communication for workplace purposes. They examine a range of work-related texts and identify and discuss distinctive language, structures, features and conventions used in these texts, and their purposes, intended audiences and contexts.

The purposes of these texts may include providing instructions and information, seeking information, maintaining records, note-taking, recording messages, completing forms or orders, and making requests. Students investigate how work-related written and spoken communication varies according to purpose, context and the roles of participants.

VCE English Literature

SCOPE OF STUDY:

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature, students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognising a text's complexity and meaning and considering how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values that both writer and reader bring to the texts, and it encourages students to contemplate how we read and what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and each other.

PREREQUISITES:

Unit 1/2: Completion of Year 10 English at a Standard Level, enrolment in Unit 1 & 2 English
Unit 3/4: Completion of Unit 1 & 2 Literature, enrolment in Unit 3 & 4 English

UNIT OVERVIEW:

Unit 1:

Area of Study 1: Reading Practices
Students consider how language, structure and stylistic choices are used in different literary forms and text types.

Area of Study 1: Ideas and Concerns in Texts
Students investigate the thoughts and concerns raised in texts and the ways social and cultural contexts are represented.

Unit 2:

Area of Study 1: The text, the reader, and their contexts
Students analyse and respond critically and creatively to how a text from a past era and a different culture reflects or comments on the ideas and concerns of individuals and groups in that context.

Area of Study 1: Exploring connections between texts:
Students compare texts considering the logical nature of texts and how they influence each other.

Unit 3:

Area of Study 1: Adaptations and transformations

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Area of Study 2: Developing interpretations

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4:

Area of Study 1: Creative responses to texts

Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text to create their own. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Area of Study 2: Close analysis of texts

Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
Maths

VCE Foundation Mathematics

SCOPE OF STUDY:

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.

Units 1 and 2

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.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

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.

Units 3 and 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics 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.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, 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 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.

VCE General Mathematics

SCOPE OF STUDY:

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Units 1 and 2

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'.

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.

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'.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics 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 General Mathematics Units 3 and 4.

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, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. 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.

VCE Mathematical Methods

SCOPE OF STUDY:

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Units 1 and 2

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.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations, and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Units 3 and 4

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.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

In undertaking these units, 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, differentiation, anti-differentiation, integration and inference, 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 each unit as applicable.

VCE Specialist Mathematics

SCOPE OF STUDY:

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

Units 3 and 4

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. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti- differentiation and integration and inference, 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 each unit as applicable.

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
Science

VCE Biology

SCOPE OF STUDY:

Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models, and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. Students develop insights into how knowledge in biology changes in response to new evidence, discoveries and thinking.

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts, and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including cloning technologies. They study structural, physiological, and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators' structure and maintain the distribution, density, and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation, and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

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

Students consider the continual change and challenges to which life on Earth is subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology, and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined, or replaced when challenged by new evidence.

VCE Chemistry

SCOPE OF STUDY:

Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and waste treatment.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products for society using renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts, and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers, and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction, and distillations.

VCE Physics

SCOPE OF STUDY:

Physics involves investigating, understanding, and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify, and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then introducing modern explanations of the world, provides a novel lens through which students experience the world around them.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in physics has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence- based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary physics challenges. Through the study of VCE Physics students continue to develop skills to describe, explain, analyse, and mathematically model diverse physical phenomena.

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Unit 3: How do fields explain motion and electricity?

Students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the Global Positioning System.

VCE Psychology

SCOPE OF STUDY:

Psychology is a multifaceted discipline that seeks to describe, explain, understand, and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities, and societies think, feel and act. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support, and socioeconomic status are explored.

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions, and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2: How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how this may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception can be distorted.

Unit 3: How does experience affect behaviour and mental processes?

Students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological, and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is mental wellbeing supported and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle have on psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area : Humanities

VCE Accounting

SCOPE OF STUDY:

VCE Accounting explores and applies the financial recording, reporting, analysis and decision-making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

UNIT OVERVIEW:

Unit 1: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision-making for a trading business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.

Topic/Themes you will study	**Assessment Task**
The Role of Accounting	Exercises
Recording Financial Data and Reporting Accounting Information for a Service Business	Tests
Accounting for Inventory	Reports
Managing Accounts Receivable and Accounts Payable	Case Studies
Managing Non-Current Assets	Written Examination

VCE Business Management

SCOPE OF STUDY:

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

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

UNIT OVERVIEW:

Unit 1: Planning a business

Businesses of all sizes significantly contribute to a nation's economic and social wellbeing. Therefore, how businesses are formed, and the conditions under which new business ideas can emerge is vital for a nation's wellbeing. Taking a business idea and planning to make it a reality are the cornerstones of economic and social development. In this unit, students explore the factors affecting business ideas, the internal and external environments within which businesses operate, and the effect on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements and deciding how best to develop a financial record-keeping system, staff the company, and establish a customer base. In this unit, students examine the legal requirements that must be satisfied to establish a business.

Unit 3: Managing a business

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

Unit 4: Transforming a business

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

Topic/Themes you will study	**Assessment Task**
The Business Idea	Case studies, Stimulation Exercise
Internal/External Business Environment & Planning	Research Report
Legal Requirements & Financial Considerations	Short & Long Answer Structured Questions
Marketing a Business	Interviews with Businesses, Surveys & Analysis
Staffing a Business	Essays

VCE Economics

SCOPE OF STUDY:

Economics is the study of how resources are allocated to meet the needs and want of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision-making.

Studying Economics as a social science enables students to gain valuable insight into the economic problems they may face on an individual basis and collectively as a society to meet the needs and wants of citizens. It may therefore assist them in making more informed and responsible decisions.

UNIT OVERVIEW:

Unit 1: Economic decision-making

In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards. Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour.

Unit 2: Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Unit 3: Australia's living standards

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets. Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy. Students investigate the importance of international economic relationships and the effect of these on Australian living standards.

Unit 4: Managing the economy

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to conduct monetary policy. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

Topic/Themes you will study	**Assessment Task**
Thinking Like An Economist	Analysis Different Evidence
Decision Making in Markets	Problem Solving Tasks
Behavioural Economics	Tests
Economic Activity	Reports
Applied Economic Analysis of Local, National and International Economic Issues	Structured Questions with Case Studies

VCE Geography

SCOPE OF STUDY:

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform these.

UNIT OVERVIEW:

Unit 1: Hazards and disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Unit 2: Tourism: issues and challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

Unit 4: Human population: trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

VCE Legal Studies

SCOPE OF STUDY:

VCE Legal Studies examines the institutions and principles essential to the Australian legal system. Students develop an understanding of the rule of law, lawmakers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are adequate and whether the Victorian justice system achieves the principles of justice.

UNIT OVERVIEW:

Unit 1: The Presumption of Innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When criminal law is broken, a crime is committed, which is punishable and can result in criminal charges and sanctions. Students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key criminal law concepts and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Unit 2: Wrongs and Rights

Civil aims to protect the rights of individuals and when rights are infringed and disputes that would need resolution arise. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge by investigating civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights.

Unit 3: Rights and Justice

In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court, and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: The people, the law and reform

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional

VCE Modern History

SCOPE OF STUDY:

History is the practice of understanding and making meaning of the past. It is also the study of establishing and representing that meaning. It is a synthesising discipline that draws upon most knowledge and human experience elements. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

This study builds a conceptual and historical framework within which students can understand the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

UNIT OVERVIEW:

Unit 1

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Unit 2

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the Twentieth Century.

Unit 3 & 4 Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Any two of these revolutions will be covered in Unit 3 and 4:

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

TOPIC/THEMES YOU WILL STUDY
The Roaring Twenties
The Great Depressions
Main characteristics of the new political ideas
The role of class, race, ethnicity, political affiliation, nationality and gender in social experience
World War II
Korean War
Vietnam War
The Cold War
The work of a cultural or artistic movement
Group/s which challenged the existing structure of social, political and/or economic order
How groups expressed their view culturally and politically

VCE Philosophy

SCOPE OF STUDY:

VCE Philosophy contains a broad introduction to Western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates how we should live by examining what a good life is for the individual and the community, and what it means to believe well.

Prescribed texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates. Where religious concepts and traditions of thought are discussed, they are considered from a philosophical rather than theological point of view.

UNIT OVERVIEW:

Unit 1: Philosophy, existence and knowledge

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts.

This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy' – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems

Unit 2: Questions of Value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised?

This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.

Unit 3: The Good Life

This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure, and self-discipline, friendship and love play in the good life? – as well questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students consider the implications of adopting particular perspectives, viewpoints and arguments for questions of relevance to contemporary living, such as our relationship with those beyond our immediate communities, non-human animals and the broader natural world.

Students engage with the set texts to develop perspectives on questions relating to the good life, including questions of relevance to contemporary living. Through critical reflection on ideas, perspectives, viewpoints and arguments, students develop and defend their own philosophical positions.

Unit 4: On believing

This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

TOPIC/THEMES YOU WILL STUDY
Logic and reasoning
Metaphysics
The mind/body problem
Free will and determinism
Epistemology
Science as a source of knowledge
Ethics and moral philosophy
Rights and justice
Liberty and anarchy

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
Technology

VCE Applied Computing

SCOPE OF STUDY:

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Students who study Applied Computing in Units 1 & 2 can learn either Software Development ***OR*** *Data Analytics in Units 3 & 4.*

UNIT OVERVIEW:

Unit 1: Data analysis & programming

Students are introduced to the stages of the problem- solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Unit 2: Innovative solutions & network security.

Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment

Unit 3 & 4: Data analytics

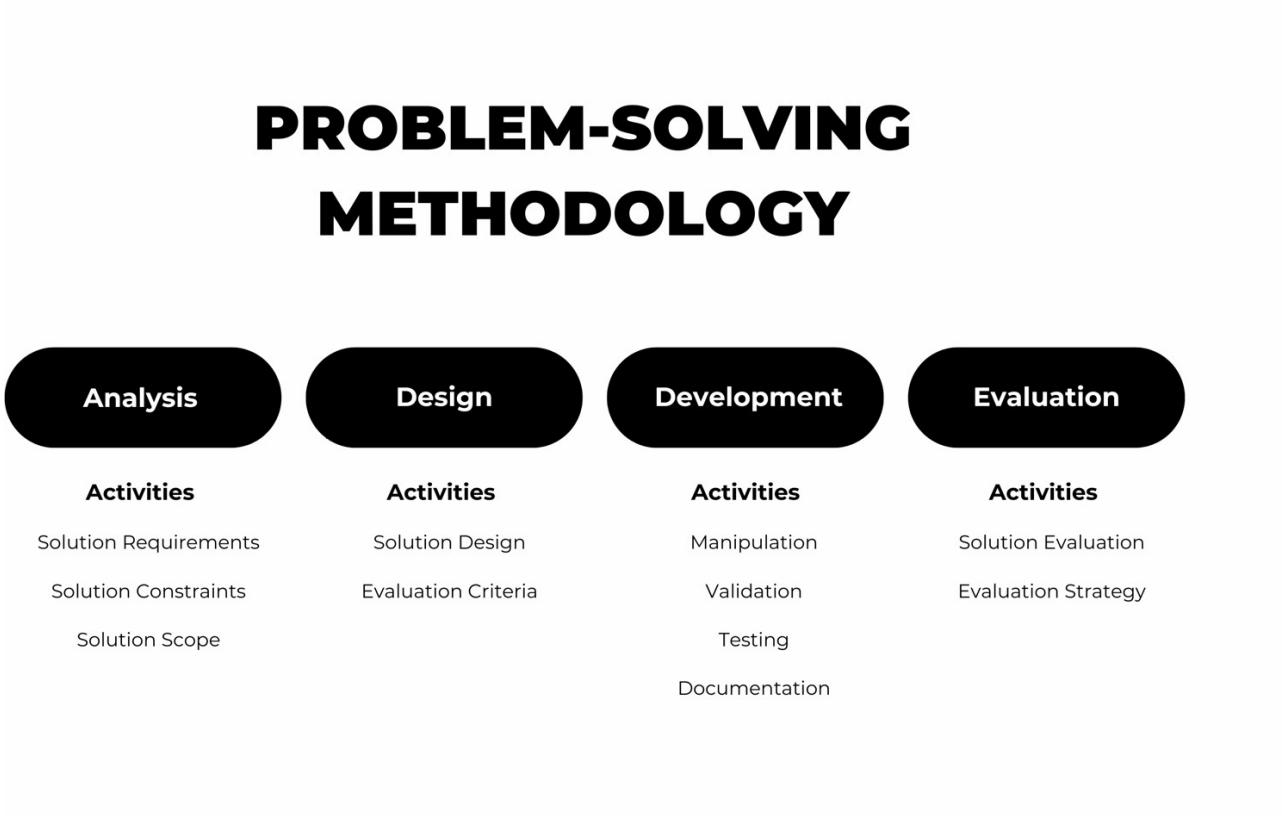
In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem- solving methodology. In this study students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Unit 3 & 4: Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Units 1 to 4: Problem-solving methodology

Throughout units 1-4 of this study, students engage with the problem-solving methodology, which comprises the four stages of: analysis, design, development and evaluation. For each of these stages there is a typical set of activities, as shown below.



VCE Product Design Technology

SCOPE OF STUDY:

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and tenacity. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes.

UNIT OVERVIEW:

Unit 1: Design Practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. Students also have opportunities to make connections to personal or other cultural heritages.

Unit 3: Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept.

Unit 4: Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

VCE Systems Engineering

SCOPE OF STUDY:

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering identifies and quantifies systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well- built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms, and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society, and ecosystems. The rate and scale of human impact on global ecologies and environments demand that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle.

UNIT OVERVIEW:

Unit 1: Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on creating a system. The creation process draws heavily upon design and innovation processes.

Unit 2: Electrotechnological systems

In this unit, students study fundamental electrotechnological engineering principles. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. Students explore some of these emerging technologies. Through applying the systems engineering process, students create operational electrotechnological systems.

Unit 3: Integrated and controlled systems

Students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources. Students develop their understanding of technological systems developed to capture and store renewable energy and improve the credentials of non-renewables.

Unit 4: Systems control

Students complete the creation of the mechanical and electrotechnological integrated and controlled system they commenced production of in Unit 3. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
Arts

VCE Art: Making & Exhibiting

SCOPE OF STUDY

Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop, and refine their use of materials, techniques, and processes, enhancing their understanding of art creation. They learn to use art elements and principles to create aesthetic qualities and communicate ideas through visual language, progressing their skills by making, presenting, and analysing artworks. Visiting exhibitions is essential for understanding display and curation, influencing students practices and broadening their ideas. The course emphasises how we respond to artworks in various spaces and the importance of exhibition design, conservation, and promotion**.**

Unit 1: Explore, expand and investigate

In Unit 1, students explore the characteristics, properties, and applications of different materials, techniques, and processes across a range of art forms. Students investigate the historical development of these art forms and learn safe handling practices. This unit encourages exploration and experimentation, which is documented in a Visual Arts Journal.

Unit 2: Understand, develop and resolve

In Unit 2, students research how artists use aesthetic qualities to represent ideas in artworks and investigate how artworks are displayed to communicate meaning. They respond to a set theme, develop their ideas using various materials and techniques, and document their process in a Visual Arts Journal. Students explore the use of art elements and principles to create aesthetic qualities and convey emotions, gaining an understanding of visual language. They also learn how exhibitions are planned, designed, and organised, and investigate the roles involved in selecting and displaying artworks in various spaces, such as galleries and museums.

Unit 3: Collect, Extend and Connect

In Unit 3, students actively engage in art making using various materials, techniques, and processes. They explore different contexts, subject matter, and ideas to develop imaginative artworks while investigating how artists use visual language to convey meaning. Students document their artistic process, research, and inspirations in a Visual Arts Journal. They present and critique their work with peers to receive feedback and refine their artworks. Additionally, students visit at least two different exhibitions to understand exhibition practices and research the role of curators in planning exhibitions.

Unit 4: Consolidate, Present and Conserve

In Unit 4, students build on their previous artworks from Unit 3, refining and resolving their ideas and techniques in specific art forms. They document their progress in a Visual Arts Journal, reflecting on their developing skills, the materials and processes used, and the aesthetic qualities of their finished artworks. The journal includes evaluations, visual documentation, and research on artists, exhibition practices, and conservation. Students present their artworks, making decisions on display and receiving feedback. They continue engaging with various exhibition spaces, documenting their experiences and insights in their Visual Arts Journal.

VCE Drama

SCOPE OF STUDY:

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play- making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Students explore characteristics of selected performance styles and apply and manipulate conventions, dramatic elements, and production areas, including sustainable ways to source and apply production areas. They use performance skills and expressive skills to explore and develop character(s). Students will create performances that include transformation of character, time and place, and application of symbol. The created works can occur in any space and be performed for any selected audience. The work created may pass comment on or respond to aspects of real-world issues including political, social and cultural. Students reflect on, analyse and evaluate the development and performance of their own work, and the work and performances of other drama practitioners.

Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

Unit 2: Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study. Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

Unit 3: Devised ensemble performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Unit 4: Devised solo performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration

VCE Media

SCOPE OF STUDY:

Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

UNIT OVERVIEW:

Unit 1: Media forms, representations and Australian stories

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: Narrative across media forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form and reflect on and document their progress. Students undertake pre-production appropriate to their selected media form and develop written and visual planning documents to support the production of a media product in Unit 4.

Unit 4: Media production; agency and control in and of the media

In this unit students focus on the production and post- production stages, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media

VCE Visual Communication Design

SCOPE OF STUDY:

Visual Communication Design focuses on using visual language to communicate ideas, solve problems, and influence behaviours. Students learn to manipulate type and imagery for specific contexts and audiences, using both manual and digital methods. They explore how aesthetics contribute to effective communication and understand the foundational role of visual language in design. Students work both collaboratively and independently to solve design problems, improving services, systems, spaces, and places. They follow a design process involving convergent and divergent thinking to develop solutions, using drawings, models, and prototypes for representation and testing. Critiques help them expand their design skills and terminology. The study includes considerations of good design, aesthetic impact, and economic, technological, environmental, cultural, and social influences. Students apply human-centred design principles and focus on ethical, legal, sustainable, and culturally appropriate practices. They also acknowledge Aboriginal and Torres Strait Islander design knowledge, ensuring their work respects diverse histories and traditions.

UNIT OVERVIEW:

Unit 1: Finding, reforming and resolving design problems

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills and drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their ideas and concepts. Students understand the importance of presentation drawings to communicate their final visual communications.

Unit 2: Design contexts and connections

In this unit, students use presentation drawing methods that incorporate technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and types can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process to organize their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3: Visual Communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups, or low-fidelity prototypes.

TOPIC/THEMES YOU WILL STUDY
Drawing as a mean of Communication
Design Elements and Principles
Visual Design in Context
Free will and determinism Technical Drawing in context
Type and Imagery
Applying the Design Process

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
Health & PE

VCE Health & Human Development

SCOPE OF STUDY:

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

UNIT OVERVIEW:

Unit 1: Understanding Health and Wellbeing.

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Unit 2: Managing health and development.

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world.

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the goal and objectives of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

VCE Physical Education

SCOPE OF STUDY:

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

UNIT OVERVIEW:

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2: Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour.

Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity.

They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue. Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Unit 3: Movement skills and energy for physical activity, sport and exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance.

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
VCE VM

VCE VM Literacy

SCOPE OF STUDY

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts are drawn from a wide range of contexts and are focused on participating in the workplace and community. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Unit 1:

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students examine the structures and features of different text types, and examine how they are influenced by purpose, context, audience, and culture. They will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Unit 2:

Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. Students learn to accurately reference and acknowledge the evidence they select.

Unit 3:

Students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational, or procedural nature. These texts reflect real- life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos, and vocational and workplace texts. Students focus on texts about an individual's rights and responsibilities within organisations, workplaces, and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Unit 4:

In this unit, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. They will compare and contrast the ways in which same message can be presented through different platforms and consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

VCE VM Numeracy

SCOPE OF STUDY

VCE Vocational Major Numeracy allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking.

This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. Students develop their problem-solving skills using the problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

For Units 1 - 4, students are required to demonstrate achievement in three outcomes. As a set these outcomes are required to encompass all eight areas of study across Units 1 and 2, and Units 3 and 4.

Outcome 1 is framed around working mathematically across six different numeracy contexts:

- Personal numeracy
- Civic numeracy
- Financial numeracy
- Health numeracy
- Vocational numeracy
- Recreational numeracy

Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.

Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students will be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Unit 1

Students will develop their numeracy practices to make sense of their personal, public, and vocational lives. They develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

Areas of study:

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

Unit 2

Students develop their numeracy practices to make sense of their personal, public, and vocational lives. They develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

Areas of study:

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

Unit 3

Students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. The progression of learning is evident in Units 3/4 with the development of more complex skills and knowledge, drawing on the knowledge gained from Units 1/ 2.

Unit 4

In Unit 4, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. The progression of learning is evident in Units 3/4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1/2.

VCE VM Personal Development Skills

SCOPE OF STUDY:

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self- realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. Students explore concepts of effective leadership, self-management, project planning and teamwork to support them to engage in their work, community, and personal environments. In PDS, students will engage in large community-based projects where they will demonstrate their teamwork, organisation and leadership skills.

UNIT OVERVIEW

Unit 1: Healthy Individuals

Unit 1 PDS focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and a how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Unit 2: Connecting with Community

Unit 2 PDS focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Unit 3: Leadership and Teamwork

Unit 3 PDS considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Unit 4: Community Project

Unit 4 PDS focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved and will engage in a process of planning, implementing, and evaluating a response to a selected community issue. They will conduct research, analyse findings, and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

VCE VM Work Related Skills

SCOPE OF STUDY:

VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Unit 1: Careers and learning for the future

Unit 1 WRS recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities, and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2: Workplace skills and capabilities

In Unit 2 WRS students will consider the changing nature of work and the impact this has on future career pathways. Students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Unit 3: Industrial relations, workplace environment and practice.

Unit 3 WRS focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: wellbeing, culture and the employee-employer relationship workplace relations, and communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegial and productive workplaces.

Unit 4: Portfolio preparation and presentation

In Unit 4 WRS, students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio. Students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

FOUNTAIN GATE
SECONDARY COLLEGE

Domain Area :
VCE VET

VCE VET Building & Construction Pre-Apprenticeship

22614VIC

Certificate II in Building & Construction (Pre-Apprenticeship)
(2 Year Program)

Course Outline:

22614VIC Certificate II in Building and Construction Pre-apprenticeship: is designed to provide learners with skills and knowledge to undertake an apprenticeship within building and construction industry sectors.

The combined skills and knowledge of the pre-apprenticeship course is intended to prepare individuals for further training.

The course includes units that introduce the learner to the application of specific materials, tools and equipment. These units support students in learning about techniques used in specific trade sectors.

Students can use this certificate to move into the Certificate III qualifications in the following trade sectors: Bricklaying, Carpentry, Painting and decorating, Wall and ceiling lining, Wall and floor tiling, Solid plastering, Stonemasonry and Joinery/shopfitting/stair building.

Units of Competency* Year

One - Units 1 & 2

- White Card
- Carry out measurements and calculations
- Conduct workplace communication
- Identify and handle carpentry tools and equipment
- Apply basic levelling procedures
- Provide basic emergency life support
- Erect and safely use working platforms

Year Two – Units 3 & 4

- Prepare for work in the building and construction industry
- Interpret and apply basic plans and drawings
- Perform basic setting out
- Construct basic sub-floor
- Construct basic wall frames
- Construct a basic roof frame

*****_Indicative of potential units of competency. Subject to change._

Additional VCE VET Certificate Information:

How and what will I learn in VCE VET?

VCE VET is based on applied learning - combining theory with practical experience that's relevant to real workplaces. Students will develop industry-specific skills that prepare them to be job-ready from day one.

Key Course Information:

- **ATAR Contribution:** Students can take this course as part of a scored VCE program without completing specific scored coursework or exams. Students are not disadvantaged by taking the course; a contribution towards their ATAR will still be made.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency.
- Students must complete and pass all units to move into the second year of the certificate.
- This course requires students to purchase & wear appropriate PPE.

Further Studies in the Field:

This qualification will prepare students to complete a carpentry apprenticeship.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Certificate III in Carpentry (Apprenticeship)
- Certificate IV in Building & Construction (Building)
- Diploma of Building & Construction (Building)

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers include:

- Carpenter / Builder
- Builder's Labourer
- Trades Assistant
- Construction Assistant
- Construction Manager / Foreperson

Resources:

Victorian Curriculum & Assessment Authority:

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-building-and-construction

Further course information:

https://www.skillinvest.com.au/apprentices-trainees/vet-delivered-to-secondary-schools

Where can I go for more information on VCE VET Certificates?

See one of our qualified Careers Practitioners or VET Specialist in the Careers & Pathways Resource Centre.

VCE VET Creative & Digital Media

CUA20220

Certificate II in Creative Industries (Production Skills)
(1 Year Program)

Course Outline:

CUA20220 Certificate II in Creative Industries: provides students with a pathway to a variety of creative industries. Core units of competency include developing and applying creative arts industry knowledge, working with others and work health and safety practices. To complete the certificate, students will work on back and front of house for the school's annual production.

Students who are interested in a career in Dance, Music or Drama are encouraged to consider this course.

Units of Competency* Year

One - Units 1 & 2

- Work effectively with others
- Develop and apply creative arts industry knowledge
- Apply work health and safety practices
- Follow a design process
- Evaluate the nature of design in a specific industry context
- Undertake routine front of house duties
- Assist with bump in and bump out of shows

*****Indicative of potential units of competency. Subject to change.*

Additional VCE VET Certificate Information How and what will I learn in VCE VET?

VCE VET is based on applied learning - combining theory with practical experience that's relevant to real workplaces. Students will develop industry-specific skills that prepare them to be job-ready from day one.

Key Course Information:

- **ATAR Contribution:** This course accrues a unit 1 & 2 sequence, there is no unit 3 & 4. This certificate should be taken in addition to a Certificate III level, such as Dance, Drama or Music. Classes may be held outside regular school hours, and offsite assessments will be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency
- Students must complete and pass all units to achieve the full certificate.

Further Studies in the Field:

Students interested in a career in the performing arts will benefit from this course by adding valuable skills to their field of interest, opening more job opportunities in areas like staging and design, show production, and in the media. The course compliments studies in VCE VET Dance, Music Performance, and Drama. Further studies will depend on the student's area of interest in the Performing Arts.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Certificate III in Dance
- Certificate III in Music (Performance)
- Certificate IV in Screen & Media
- Bachelor of Screen Production

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers in Creative Industries include:

- Stage performer (acting, musician, dancer)
- Stage crew
- Assistant director
- Lighting technician
- Creative events producer

Resources:

Victorian Curriculum & Assessment Authority:

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-creative-and-digital-media

Where can I go for more information on VET Certificates?

See one of our qualified Careers Practitioners or VET Specialist in the Careers & Pathways Resource Centre.

VCE VET Dance

CUA20120

Certificate II in Dance CUA30120

Certificate III in Dance (Partial Completion)
(2 Year Program) **Scored VCE VET Option

Course Outline:

CUA20120 Certificate II in Dance: is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for working in the live performance industry. The job roles that relate to this qualification may include choreographer, trainee ensemble dancer or dance teacher.

CUA30120 Certificate III in Dance: this qualification reflects the role of those working as entry level dancers in the live performance industry. Learners are expected to demonstrate the application of foundational skills and knowledge for routine activities expected for dance and live performance contexts.

Units of Competency* Year

One - Units 1 & 2

- Develop basic dance techniques
- Prepare for live performances follow safe dance practices
- Develop a basic level of physical fitness for dance performance
- Work effectively with others
- Two dance electives in the students' chosen styles, including jazz, contemporary, ballet, street or lyrical.

Year Two – Units 3 & 4

- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Develop audition techniques
- Develop performance techniques
- Two dance electives, following on from the student's year one course.

**Indicative of potential units of competency. Subject to change.*

Additional VCE VET Certificate Information:

How and what will I learn in VCE VET Certificate?

VCE VET is based on applied learning - combining theory with practical experience that's relevant to real workplaces. Students will develop industry-specific skills that prepare them to be job-ready from day one.

Key Course Information:

- **ATAR Contribution:** Students wishing to receive an ATAR contribution for the VCE VET certificate Unit 3–4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency
- Students must complete and pass all units to move into the second year of the certificate.

Further Studies in the Field:

Students will learn a broad range of knowledge including fundamental skills in selected specialised dance disciplines. They attend industry workshops with leading dance professionals and prepare students with technical and creative skills.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Completion of Certificate III in Dance
- Bachelor of Fine Arts (Dance)
- Certificate III in Assistant Dance Teaching
- Certificate III in Community Dance Theatre and Events
- Certificate IV and Diploma in Dance Teaching and Management
- Diploma of Professional Dance (Elite Performance)
- Advanced Diploma of Professional Dance (Elite Performance)

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by. entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers include:

- Professional Dancer
- Choreographer
- Dance Teacher
- Theatre Performer
- Dance and Theatre Management
- Ensemble dancer
- Entry level dancers in the live performance industry
- Studio dance teacher
- Choreographic Assistant
- Promotions and entertainment

Resources:

Victorian Curriculum & Assessment Authority:

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-dance

Further course information:

https://ausdancevic.org.au/rto-partnerships/secondary-school-partnerships

Where can I go for more information on VCE VET Certificates?

See one of our qualified Careers Practitioners or VET Specialist in the Careers & Pathways Resource Centre.

VCE VET Electrotechnology (Career Start)

UEE22020

Certificate II in Electrotechnology (Career Start)
(2 Year Program)

Course Outline:

UEE22020 Certificate II in Electrotechnology (Career Start): offers students the opportunity to develop competencies for a work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline.

Units of Competency*

Year One - Units 1 & 2

- White Card
- Fabricate, assemble and dismantle utilities
- Provide basic sustainable energy solutions for energy reduction in residential premises
- Fix and secure electrotechnology equipment
- Carry out routine work activities in an energy sector environment
- Prepare to work safely in the construction industry

Year Two – Units 3 & 4

- Attach cords and plugs to electrical equipment for connection
- Use routine equipment in an energy sector environment
- Provide basic instruction in the use of electrotechnology apparatus
- Provide solutions and report on routine electrotechnology problems
- Solve problems in single path circuits

*****_Indicative of potential units of competency. Subject to change._

Additional VCE VET Certificate Information:

How and what will I learn in VCE VET?

VCE VET is based on applied learning - combining theory with practical experience that's relevant to real workplaces. Students will develop industry-specific skills that prepare them to be job-ready from day one.

Key Course Information:

- **ATAR Contribution:** Students can take this course as part of a scored VCE program without completing specific scored coursework or exams. Students are not disadvantaged by taking the course; a contribution towards their ATAR will still be made.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency
- Students must complete and pass all units to move into the second year of the certificate.
- This course requires students to purchase & wear appropriate PPE.

Further Studies in the Field:

This VCE VET certificate is a recognised pre-apprenticeship and a strong foundation for a career in Electrical. Many employers prefer or require candidates to complete a pre-apprenticeship before offering an apprenticeship position - but it's not mandatory to continue down that path.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Certificate III in Electrotechnology Electrician
- Bachelor in Engineering Technology (Electrical & Electronics)
- Electrical Fitter Apprenticeship
- Certificate IV in Electrical—Renewable Energy
- Certificate III in Appliance Service
- Certificate III in Electrical Fitting
- Certificate III in ESI - Rail Traction
- Diploma of Engineering Technology (Electrical)

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers in engineering include:

- Electrical Apprenticeship
- Electrical Retail Assistant
- Electrical Contractor (Electrician)
- Electrical Trade Worker
- Electrical Fitter
- Renewable Energy Technician
- Data & Communication Specialist
- Powerline Tradesperson
- Fire Systems Tradesperson
- Electrical Designer
- Senior Electrical Estimator

Resources:

Victorian Curriculum & Assessment Authority:

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-electrical-industry

Further course information:

https://aga.com.au/schools/vdss-courses

Where can I go for more information on VET Certificates?

See one of our qualified Careers Practitioners or VET Specialist in the Careers & Pathways Resource Centre.

VCE VET Engineering Studies

22632VIC

Certificate II in Engineering Studies (Pre-Apprenticeship)
(2 Year Program) **Scored VCE VET Option

Course Outline:

22632VIC Certificate II in Engineering Studies: aims to provide graduates with basic factual, technical and procedural knowledge in Engineering. Students focus on a defined area of work and learning covering engineering and manufacturing and related industries, together with employment opportunities and career pathways.

Units of Competency* Year

One - Units 1 & 2

- Perform basic machinery
- Use hand tools Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Undertake a basic engineering project
- Create engineering drawings using computer aided systems

Year Two – Units 3 & 4

- Apply basic fabrication techniques
- Undertake a basic engineering project
- Perform metal fabrication operations
- Perform basic machining processes
- Use power tools/handheld operation
- Interpret and prepare engineering drawings
- Produce basic engineering components and products using fabrication and machining operations.

*****Indicative of potential units of competency. Subject to change.*

Additional VCE VET Certificate Information:

How and what will I learn in VCE VET Certificate?

VCE VET is based on applied learning - combining theory with practical experience that's relevant to real workplaces. Students will develop industry-specific skills that prepare them to be job-ready from day one.

For example, this year's VCE VET Engineering students began by designing and building their own toolboxes - an essential part of their trade kit.

Key Course Information:

- **ATAR Contribution:** Students wishing to receive an ATAR contribution for the VCE VET certificate Unit 3–4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency
- Students must complete and pass all units to move into the second year of the certificate.
- This course requires students to purchase & wear appropriate PPE.

Further Studies in the Field:

This VCE VET certificate is a recognised pre-apprenticeship and a strong foundation for a career in engineering. Many employers prefer or require candidates to complete a pre-apprenticeship before offering an apprenticeship position - but it's not mandatory to continue down that path.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Certificate III in Engineering (Composites, Fabrication, Mechanical, Technical)
- Certificate IV in Engineering (Higher Engineering Trade)
- Diploma of Engineering
- Bachelor of Engineering

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers in engineering include:

- Refrigeration & Air conditioning
- Pressure vessel welding
- Structural welding
- Weld testing & certification
- Robotics
- Computer numerical control programming
- CAD/CAM aided manufacturing
- Industrial Engineering
- Domestic/Commercial
- Telecommunications
- Aviation
- Automotive
- Fitter & Turner
- Maintenance
- Machinist specialist
- Diesel

Resources:

Victorian Curriculum & Assessment Authority:

www.vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/Pages/engineering.aspx

Further course information:

https://www.educationalliving.vic.edu.au/course-info

Where can I go for more information on VET Certificates?

See one of our qualified Careers Practitioners or VET Specialist in the Careers & Pathways Resource Centre.

VCE VET Health Support Services & VCE VET Health Services Assistance

HLT23221

Certificate II in Health Support Services (1st Year) HLT33115
Certificate III in Health Services Assistance (2nd Year) **Scored VCE VET Option

Course Outline:

HLT23221 Certificate II in Health Support Services: this qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures, or complete routine and variable tasks in collaboration with others in a team environment.

HLT33115 Certificate III in Health Services Assistance: provides students with the knowledge and skills that will enhance their employment prospects in the health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.
Units of Competency*:

Year One - Units 1 & 2

- Apply basic principles and practices of infection prevention and control
- Participate in workplace health and safety
- Take clinical measurements
- Assist with movement
- Transport individuals
- Communicate and work in health or community services
- Work with diverse people
- Respond effectively to behaviours of concern
- Provide first aid (First Aid Certificate)
- Maintain a high standard of service

Year Two – Units 3 & 4

- Recognise healthy body systems
- Facilitate responsible behaviour
- Engage with health professionals and the health system
- Interpret and apply medical terminology appropriately

**Indicative of potential units of competency. Subject to change.*

Additional VCE VET Certificate Information:

How and what will I learn in VCE VET?

VCE VET is based on applied learning - combining theory with practical experience that's relevant to real workplaces. Students will develop industry-specific skills that prepare them to be job-ready from day one.

Key Course Information:

- ATAR Contribution: Students wishing to receive an ATAR contribution for the VCE VET certificate Unit 3–4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency
- Students must complete and pass all units to move into the second year of the certificate.
- This course requires students to purchase & wear appropriate PPE.

Further Studies in the Field:

This certificate provides a strong foundation for employment in the health industry.
Students will develop key communication skills, as well as technical and procedural knowledge to assist health professionals in delivering quality care. Completion of a First Aid Certificate is included as part of the course.

Possible Pathways for Further Study:

- Bachelor of Nursing
- Diploma of Paramedicine
- Certificate IV in Allied Health Assistance
- Certificate IV in Health Administration
- Certificate IV in Health Care (Ambulance)
- Certificate III in Pathology Collection
- Certificate III in Dental Assisting
- Certificate III in Individual Support *(Aged Care and Disability streams available)*

Career Opportunities in Health:

This certificate supports entry into the health industry by building essential communication, technical, and procedural skills. Students will be equipped to assist health professionals in delivering quality care to clients.

Career Pathways:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

- Enrolled or Registered Nurse
- Paramedic
- Nursing Assistant
- Ward Assistant / Orderly
- Health Professional Assistant
- Medical Receptionist
- Dental Assistant
- Allied Health Roles
- Health Administration
- Aged Care Assistant
- Disability Support Worker

Direct Employment Opportunities:

- Allied Health Assistant
- Health Support Services Attendant

Resources:

Victorian Curriculum & Assessment Authority:

www.vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/Pages/health.aspx

Further course information:

https://www.ivetinstitute.com.au/courses/health-services https://antrick.com.au/vet-courses

Where can I go for more information on VET Certificates?

See one of our qualified Careers Practitioners or VET Specialist in the Careers & Pathways Resource Centre.

VCE VET Information & Communication Technology

ICT30120

Certificate III in Information Technology
(2 Year Program) **Scored VCE VET Option

Course Outline:

ICT30120 Certificate III in Information Technology: a qualification that provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

Units of Competency* Year

One - Units 1 & 2

- Develop and extend critical and creative thinking skills
- Securely manage personally identifiable information and workplace information
- Work in a team
- Apply introductory programming techniques

Year Two – Units 3 & 4

- Identify IP, ethics and privacy policies in ICT environments
- Provide ICT advice to clients
- Maintain and repair ICT equipment and software
- Install, configure and secure a small office or home office network
- Provide basic system administration

**Indicative of potential units of competency. Subject to change*

Additional VCE VET Certificate Information:

How and what will I learn in VCE VET?

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Key Course Information:

- **ATAR Contribution:** Students wishing to receive an ATAR contribution for the VCE VET certificate Unit 3–4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency
- Students must complete and pass all units to move into the second year of the certificate.

Further Studies in the Field:

Students will learn a broad range of knowledge in information and communications technology, administration, communication, creativity and innovation and design.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Diploma of Information Technology (Cyber Security)
- Bachelor of Information Technology

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers in Information Technology:

- Web Developer
- Information Security Analysts
- Programmer
- Systems analyst
- Computer Support Specialists
- Database Administrator
- Software Developer
- Computer Network Architects
- Data Science
- Programmer Analyst
- Software Engineer
- User experience design
- Business Analyst
- Data analysis
- Systems Administrator
- Application Developer
- IT Manager
- Engineer
- Network administrator
- Project Manager
- Quality Assurance Tester
- Cybersecurity
- Data Architect
- Database administrators

Resources:

Victorian Curriculum & Assessment Authority

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-information-and- communications-technology

Where can I go for more information on VET Certificates?

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VCE VET Music

CUA30920

Certificate III in Music - (Music Performance Specialisation)
(2 Year Program) **Scored VCE VET Option

Course Outline:

CUA30920 Certificate III in 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, Units 1 and 2 can include making a music demo, composing simple songs or musical pieces and developing ensemble skills. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, preparing for performance and performing music as part of a group or as a soloist.

Units of Competency*

Year One - Units 1 & 2

- Work effectively in the music industry
- Plan a career in the creative arts industry
- Implement copyright arrangements
- Perform a simple repertoire in ensembles
- Make a music demo
- Incorporate music technology into performance

Year Two – Units 3 & 4

- Prepare for musical performances
- Develop and perform musical improvisation
- Develop and apply stagecraft skills
- Perform music as part of a group —OR—
- Perform music as a soloist

**Indicative of potential units of competency. Subject to change.*

Additional VCE VET Certificate:

Information How and what will I learn in VCE VET?

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Key Course Information:

- **ATAR Contribution:** Students wishing to receive an ATAR contribution for the VCE VET certificate Unit 3–4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
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- Students must complete and pass all units to move into the second year of the certificate.

Further Studies in the Field:

Students will learn a broad range of knowledge including fundamental skills in the music industry. They attend performances, prepare for their own performances, develop demo recordings. Students are prepared students with technical and creative skills.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Bachelor of Audio Production
- Bachelor of Music (Performance, Composition, Honors, Practical, Jazz and Improvisation)
- Bachelor of Applied Business (Entertainment Management)
- Bachelor of Music Production
- Master of Music Therapy
- Master of Music (Orchestral Performance, Teaching, Opera)

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers include:

- Musician— performing, recording artist
- Composer
- Music Therapist
- Sound Engineer
- Music Producer
- Entertainment Manager
- Music Teacher—in School or Private Lesson
- Tour Manager
- Music Promotion
- Music Journalism
- Musician
- Composer
- Road Crew
- Music Retail Employee

Resources:

Victorian Curriculum & Assessment Authority:

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-music

Further course information:

https://www.collarts.edu.au/study-information/vet-students

Where can I go for more information on VET Certificates?

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VCE VET Sport & Recreation & Sports, Aquatics & Recreation

SIS20122
Certificate II in Sports & Recreation (1st Year)

SIS30122
Certificate III in Sports, Aquatics & Recreation (2nd Year)
****Scored VCE VET Option**

Course Outline:

SIS20122 Certificate II in Sport and Recreation: provides students with the skills and knowledge to assist with the delivery of sport and recreation activities and complete a range of fundamental customer contact and maintenance duties in a sport, aquatic or recreation organisation. Students will complete their First Aid Certificate in the first year of this course.

SIS30122 Certificate III in Sport, Aquatics and Recreation: provides students with the skills and knowledge to work in the sport, aquatic or recreation industries. Students deliver coaching, recreation and group sessions to deepen their skills in the industry.

Units of Competency*

Year One - Units 1 & 2

- Participate in workplace health and safety
- Provide hire equipment for activities
- Organise personal work priorities
- Maintain activity equipment
- Provide first Aid (First Aid Certificate)
- Participate in conditioning for sport
- Respond to emergency situations
- Maintain sport, fitness and recreation industry knowledge
- Continuously improve officiating skills and knowledge
- Provide quality service

Year Two – Units 3 & 4

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

**Indicative of potential units of competency. Subject to change.*

Additional VCE VET Certificate:

Information How and what will I learn in VCE VET?

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Key Course Information:

- ATAR Contribution: Students wishing to receive an ATAR contribution for the VCE VET certificate Unit 3–4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment.
- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
- To gain the full certificate, students must successfully complete all units of competency
- Students must complete and pass all units to move into the second year of the certificate.

Further Studies in the Field:

Students will learn a broad range of knowledge including recreation session delivery, completing their first aid certificate, coaching skills, and working with client services.
Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Certificate IV in Fitness
- Swimming & Water Safety Teacher
- Pool Lifeguard Training
- Diploma in Sport & Recreation (Development & Coaching)
- Bachelor of Exercise & Sport Science

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers include:

- Sport & Fitness Instructor
- Coaching
- Swim Teacher
- Lifeguard (Beach or Pool)
- School Camp Assistant
- Recreation Officer
- Leisure Services Officer

Resources:

Victorian Curriculum & Assessment Authority:

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-sport-and-recreation

Further course information:

https://www.ivetinstitute.com.au/courses/sport-recreation

Where can I go for more information on VCE VET Certificates?

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VCE VET Workplace Skills & Business

BSB20120
Certificate II in Workplace Skills (1st Year)

BSB30120
Certificate III in Business (2nd Year) **Scored VCE VET Option

Course Outline:

BSB20120 Certificate II in Workplace Skills: is an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

BSB30120 Certificate III in Business: provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of workplaces using discretion, judgement and relevant theoretical knowledge.

Units of Competency*

Year One - Units 1 & 2

- Assist with maintaining workplace safety
- Use inclusive work practices
- Use digital technologies to communicate in a work environment
- Support personal wellbeing in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices
- Research using the internet
- Apply critical

Year Two – Units 3 & 4

- Engage in workplace communication
- Use inclusive work practices
- Deliver & monitor a service to customers
- Design and produce business documents
- Organise workplace information

**Indicative of potential units of competency. Subject to change.*

Additional VCE VET Certificate Information:

How and what will I learn in VET?

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Key Course Information:

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- Classes may be held outside regular school hours, and offsite assessments may be required.
- Students taking a VCE VET certificate must complete and pass the LLN (Literacy and Numeracy test) to participate.
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- Students must complete and pass all units to move into the second year of the certificate.

Further Studies in the Field:

Students will learn a broad range of knowledge in information and communications technology, administration, communication, leadership, inclusivity, workplace regulations and sustainable workplace practices.

Trades running as sole traders will benefit from this course to assist them in the running of their business.

Possible Pathways for Further Study:

Some units in this course may count as credits toward higher qualifications in the field, including:

- Bachelor of Business
- Real Estate Qualifications
- Certificate IV in Human Resource Management
- Bachelor of Commerce

Career Pathway:

These are potential careers you can pursue through further study at university or TAFE, or by entering the workforce directly. Apprenticeships and traineeships are also available in selected vocational industries.

Careers in Business include:

- Business Owner & Operator or Sole Trader
- Executive Assistant
- Business Administrator
- Human Resources Manager
- Administration Assistant
- Office Administrator
- Customer Service Assistant
- Assistant Records Manager

Resources:

Victorian Curriculum & Assessment Authority:

https://vcaa.vic.edu.au/curriculum/vet/VCE VET-programs/VCE VET-business

Further course information:

https://www.ivetinstitute.com.au/courses/business

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