

SENIOR SCHOOL COURSE GUIDE 2025



Orbost
Community College

RESPECT

RESPONSIBILITY

RESILIENCE

Vision – Creating bright futures for our learners and our community

Purpose – Together, we create a place of connection, learning and opportunity

Student's Name: _____

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SENIOR SCHOOL TEAM

Contact Details

If you wish to contact the school to discuss the senior school pathways or the subject selection process, please feel free to call the college on (03) 5154 1084. Alternatively, you can contact a member of the Senior School Team via email. Details are provided below.

Senior School Team Leader



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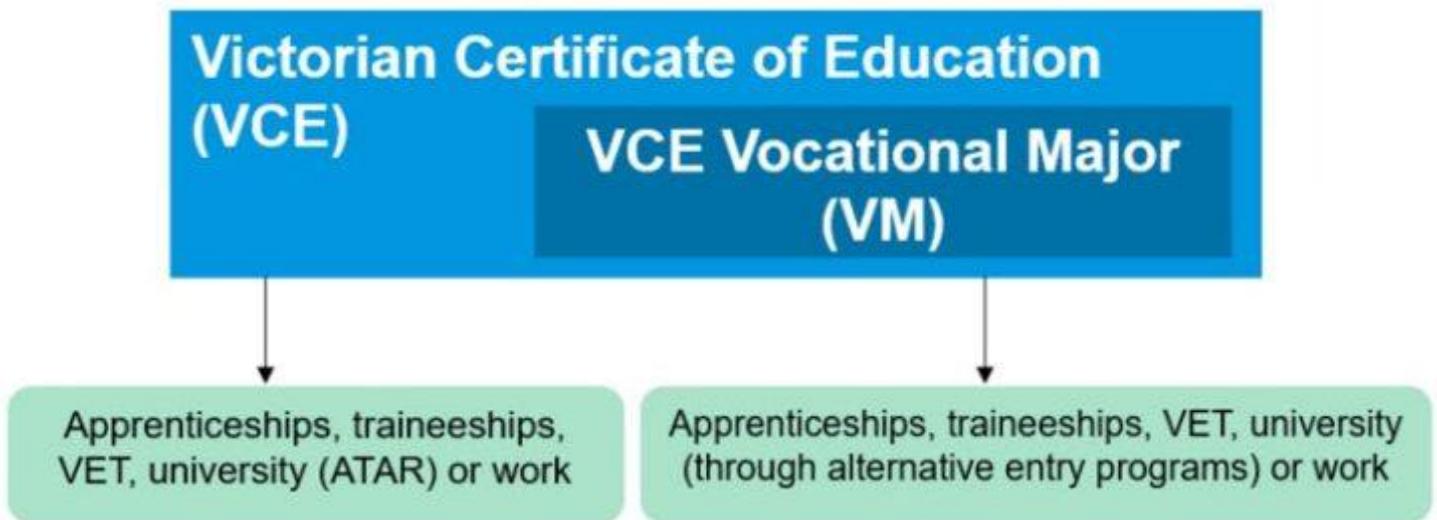
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PATHWAYS & PROGRAMS



VCE Vocational Major (VM)



Students study 16 to 20 units over two years
Can include structured workplace learning

- Two-year vocational and applied learning program within the VCE for students in Year 11 and 12 at AQF level 2-3
- Replaces Senior and Intermediate VCAL
- Transition into apprenticeships, traineeships, further education and training, university (through alternate entry programs) or directly into employment

YEAR 10 OVERVIEW

Beginning Year 10 is one of the key milestones in transitioning through secondary school. The pathways that students choose over the next few years will be instrumental in their transition from secondary school into the workforce or further education.

Students at Year 10 level will have the opportunity to study subjects from the following program:

	CORE SUBJECTS	VCE/VET SUBJECTS
YEAR 10	Maths English Humanities Science Personal Development	Students may have the opportunity to choose a VCE/VET subject dependent on academic performance.

Year 10 students must:

- Study both of the core subjects (Maths and English)
- Choose either the Year 10 core subjects Science, Personal Development and Humanities, or a VCE/VET subject in Lines 3, 4 and/or 5, or study

Many of Year 10 students select a VCE or VET subject. However, their entry into this subject is dependent on the student's readiness for accelerated study and they will be guided through their selections by the Senior School Team.

Students and parents should use this handbook to carefully consider the educational programs and ensure the pathway being chosen is based on informed decision-making. Further advice can, and should be sought from the relevant coordinators, subject teachers and the Careers Coordinator.

Year 10 students wishing to study a VCE or VET subject

Orbost Community College encourages students to adopt a three year approach to senior studies commencing in Year 10. Where appropriate, we encourage Year 10 students to commence their VCE or VET program whilst in Year 10.

Orbost Community College has introduced a Two Year Rotation Policy in some VCE subjects to ensure viable numbers at both Units 1/2 and 3/4. That is, a subject will run only at Year 11 in one year, and Year 12 the next; therefore, some students will have begun a VCE unit at Year 10 and will complete it in Year 11.

Students will have to satisfy criteria including:

- the availability of places in the VCE class
- recommendations from subject teachers
- the past performances of the student in Year 9
- must have demonstrated an excellent attitude to learning, as shown by their reports
- the career aspirations of the student and any requirements associated with this career
- decisions regarding a student's program will involve the student, staff and parents.

VCE Units on a 2 year cycle – Please consider your 2 – 3 year plan

2024	2025	2026	2027
Units 1 and 2			
PE Art – Making and Exhibiting Psychology Biology	Outdoor Ed Vis Com Health & Human Development	PE Art – Making and Exhibiting Psychology Biology	Outdoor Ed Vis Com Health & Human Development
Units 3 and 4			
Outdoor Ed Vis Com Health & Human Development	PE Art – Making and Exhibiting Psychology Biology	Outdoor Ed Vis Com Health & Human Development	PE Art – Making and Exhibiting Psychology Biology

The following pages contain course guide information about Year 10 subjects.

ENGLISH

Brief Course Description

As students enter senior school, Year 10 English aims to prepare students for their VCE pathway and beyond. Students will read a wide range of texts and media including: literary texts such as novels, short stories, poetry and plays as well as popular non-fiction works, newspapers, magazines, film and a range of images. Students will learn to analyse the characters, themes, symbols and views and values of texts, developing their responses into structured essays. Students will analyse and respond to the media's use of persuasive arguments in both written and audiovisual texts. They will develop their own point of view on recent issues, using relevant examples to support their perspective. Students will present their arguments in an oral presentation. Students will also select their own texts to read independently and respond to.

Learning & Assessment Tasks

- Craft of Writing: students read and respond creatively to mentor texts
- Analysing Texts: students analyse film and novel texts, developing essays in response.
- Analysing Argument: students examine how written, audio and visual texts persuade
- Oral Presentation: students research and present their point of view on a relevant issue
- Reading Responses: students develop a collection of responses to their independent reading

Expectations

Students are expected to engage in reading and respond to a range of texts both creatively and analytically. Students will be expected to participate in meaningful discussion, listen to others, and provide a sustained and reasoned point of view on a variety of recent issues, using relevant evidence to support their opinions. Across the year students will increasingly work independently as they prepare for VCE.

Materials Required

- Writing materials (notebook, pen)
- Laptop Computer
- Novels, as per the end of year booklist
- Sticky Notes

Possible Pathways

- Effective literacy skills are essential for success in all curriculum areas. Successful completion of Year 10 English will best prepare students for VCE English Units 1-4.
- Alternatively, VCE VM Literacy is a viable pathway for many students at the college.
- Students may also wish to pursue VCE Literature or VCE English Language.

MATHEMATICS

Brief Course Description

The Year 10 Mathematics course provides students the important mathematical knowledge, skills and ideas necessary for future studies and life/work experiences.

Topics covered during the year include:

- Measurement, Linear Relationships, Data, Financial Maths, Pythagoras Theorem & Trigonometry, Algebra, Non-Linear Relationships and Probability

Learning & Assessment Tasks

- End of topic test for each Unit of Study
- Key Assessment Tasks, which may include in-class assignments, the creation of models/posters, role play etc...
- Digital platforms including Mathletics

Expectations

- Attempt and satisfactorily complete all set work, which may include class work, homework and assignments/projects
- Keep a neat record of all work
- Communicate with the classroom teacher after an absence in order to catch up on missed work
- Monitor their progress against the Victorian Curriculum for mathematics by maintaining a 'student work folder' that contain samples of their work as directed by their classroom teacher

Materials Required

- Scientific Calculator
- Laptop
- 2 A4 exercise books (as per the booklist)
- Stationery: pens, pencil, ruler, eraser, display folder

Possible Pathways

- At Year 11, students may choose VCE General Maths, VCE Maths Methods (Units 1&2) or Numeracy as part of a VCAL program
- At Year 12, students may choose VCE Further Maths, VCE Maths Methods (Units 3&4; Units 1&2 are a prerequisite) or Numeracy as part of a VCAL program
- Please speak with your maths teacher in regards to future mathematics studies in order to determine the right path for you

20TH CENTURY HISTORY

Brief Course Description

- Significant events that shaped the political, economic and social conditions of our modern world.
- How a century of conflict challenged and changed global political, economic and social structures.
- **In consultation with the teacher, there will be the opportunity for suitable students to complete VCE (Units 1 and 2) Modern History" in this class.**

Learning & Assessment Tasks

- For each semester, students are required to demonstrate two outcomes via assessment, where the outcomes encompass the areas of study in the unit.
- Suitable tasks for assessment in both units may be selected from the following:
 - A historical inquiry
 - An essay
 - An evaluation of historical sources
 - A series of short-answer questions
 - An extended response
 - A multimedia presentation

Expectations

- History is a text-based subject, whether that text be taken from a book, a documentary or a short video clip.
- Each lesson therefore the students will be required to read / watch a text, understand / analyse it, and then respond in writing, in one form or another.
- All students are expected to actively participate in classroom discussions.

Materials Required

- A pencil case fully stocked with appropriate writing implements
- A notebook
- A display folder
- A fully charged laptop

Possible Pathways

This subject can provide a pathway to studies in the following subjects:

- VCE History
- VCE Legal Studies
- VCE Economics
- VCE Business Management

PERSONAL DEVELOPMENT

Brief Course Description

Students are provided with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.

Practical

Recreation (Golf, Yoga, Boxing etc.)
Athletics + Swimming
Net Games
Invasion Games
Fitness
Fielding + Striking Games

Theory

Health in Australia
Respectful Relationships and Identity
Mental Health
Nutrition
Harm Minimisation (Alcohol, Drugs, Safe Partying)

Learning & Assessment Tasks

- Skill and fitness tests
- Projects
- Folios
- Tests
- Participation and Teamwork

Expectations

In each lesson, students will be expected to bring the required equipment and actively participate in all activities during each session.

Materials Required

- For prac sessions students are required to bring a change of clothes, including appropriate footwear
- For theory sessions students are required to bring: laptop, pencil case, book

Possible Pathways

Personal Development provides a pathway to studies in the following subjects:

- VCE Health and Human Development
- VCE Physical Education

Other

In-class excursions throughout the year to the golf course, tennis courts, pool etc.

SCIENCE

Brief Course Description

- The immune system (Biological Sciences)
- Neural Systems (Biological Sciences)
- Motion + Energy Transformation (Physical Sciences)
- Inheritance (Biological Sciences)
- Chemical Reactions and the Periodic Table (Chemical Sciences)
- Cycles in Global Systems (Earth & Space Sciences)
- Evolution and Natural Selection (Biological Sciences)

Learning & Assessment Tasks

- Topic tests
- Data analysis, Practical investigations or Student Designed Investigations
- Case Studies
- End of Semester Exams

Expectations

Students will be expected to:

- complete written work, practical work (including dissections), research on Science as human endeavour, data analysis, and a self-designed investigation
- behave in a safe and responsible manner in the laboratory, wearing full protective gear

Materials Required

- A functioning and charged school laptop
- Ruler, calculator, protractor, eraser
- 128 page binder book
- A display folder

Possible Pathways

Year 10 Science provides a pathway to studies in the following subjects:

- VCE Biology
- VCE Chemistry
- VCE Physics
- VCE Psychology

VCE

VICTORIAN CERTIFICATE OF EDUCATION

Overview

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting of the Victorian Certificate of Education (VCE). VCE studies are made up of semester length units, representing approximately 100 hours of work. Studies offer a sequence of four units, with one unit to be studied in each semester over the two years.

VCAA REQUIREMENTS

To be awarded your VCE you must **satisfactorily complete** at least 16 Units which must include:

- 3 Units of English, which must include both Units 3&4
- 3 Unit 3 & 4 sequences (other than English). This may include VET Sequences

Outcome Tasks

Assessment of Outcomes will be satisfactory (S) or not satisfactory (N) as required by VCAA. By reporting (S), the teacher is certifying that the student has achieved the set Outcomes for the unit according to the rules set out by the VCAA and the college. Work assessed as (N), or which may be, for other reasons, the subject of dispute at a later date should be retained at the school. Such work may be retained in original or photocopied form. Teachers may also assign a "J" in cases where a student does not complete the unit but has not officially withdrawn from the study. Each Faculty will set a minimum standard that students must achieve in order to demonstrate that they have met the outcome. Classroom observations can also be used to determine a student's ability to meet the outcomes.

NOTIFICATION OF AN "N" FOR AN OUTCOME TASK

Teachers issue this form to the student when:

- An Outcome Task is not submitted by the due date
- An Outcome Task is not satisfactorily completed

In some instances when we have concerns about a student's ability to meet the requirements of VCE, we may recommend that they undertake a modified program in the form of a 'Non-scored VCE'. If this is an option students are interested in pursuing they must notify a member of the Senior School Team.

If this is seen to be the best option for a student they would still be required to:

1. Meet the 90% attendance requirements
2. Complete all classwork set by the teacher
3. Demonstrate their understanding of the unit outcomes
4. Obtain parent/guardian approval

Students that take up the option of a 'Non-scored VCE' will not be eligible to receive an ATAR score and enrol in University courses immediately following Year 12. Some TAFE studies may also require a study score in a specific study and this cannot be provided through completing a Non-scored VCE. However, through the completion of alternative tertiary education pathways, the student may be able to enrol in University in the future.

School Assessed Coursework (SACs and SATs)

SACs are the graded assessment items in the VCE. These tasks assess a student's level of achievement in accordance with published criteria. These are used to determine the level of performance of student work in each unit.

The majority of SAC tasks are completed in class and within a limited timeframe. In most cases this will allow a teacher to satisfy authentication needs.

Some SAC tasks may require students to complete research or learning outside of class. Additionally students may be able to do preparation and bring resources into a SAC to help them complete the task. Teachers must be able to be satisfied that work conducted outside class is predominantly done by the student, and any preparatory research material brought into the SAC is the student's own work.

Subjects such as Studio Arts require students to complete extended School-assessed Tasks (SATs). In order to facilitate authentication, teachers of these subjects must ensure there is a sufficient range of topics within the class to enable them to distinguish an individual student's work. They also must monitor the student's progress by regularly sighting the work and record their progress.

Unsatisfactory SAC Redemption Process

Inform the student of the result and organise a date and time for a redemption SAC as soon as possible.

Make a post on Compass (yellow) regarding the SAC, class and when a redemption SAC will be organised with a date and time.

Make parent contact so that they are aware of the unsatisfactory SAC and discuss what the student needs to do to complete a satisfactory SAC and when the redemption SAC will take place.

Once the student has successfully completed the SAC redemption enter a comment on Compass.

If a student is continually completing unsatisfactory SACs it may require a parent meeting between the teacher, student, parents and a member of the Senior School Team to address any ongoing issues/concerns.

Missed SAC Process

A SAC calendar will be available via the Compass parent portal. Parents and students are encouraged to monitor this for any changes to SAC dates.

If the student knows they are going to be absent for a SAC, due to an approved absence, they can see the teacher about organising a time to complete the SAC prior to their absence for a score.

Examinations

Students undertaking scored assessment in a VCE/VET Unit 3 and 4 study will have VCAA external exams in October and November (all subjects). Subjects with a performance or oral component will be assessed at other times throughout the year. Unit 3 and 4 students will receive an individual examination timetable that will include important information such as examination/GAT dates, venues and rules. November exam results and the ATAR score will be issued to students in December.

Students must abide by the VCAA rules for the conduct of examinations. These rules are contained in their examination 'Navigator' which will be available from the Senior School Office and distributed in October.

Students are encouraged to remain in the examination centre for the duration of the exam. Students studying a Unit 3 and 4 study are no longer able to leave prior to the end of the exam. Research shows that students perform better when they stay in the exam centre for the entire duration. This also causes far less distractions for students who are still undertaking the exam.

There will be a formal examination period at the end of Semester One and Semester Two for all Unit 1 & 2 studies and most Year 10 studies. These exams are reported on as part of the School Assessed Coursework. Whilst they do not constitute an Outcome Task, all students are expected to attend their exams, particularly if they wish to be promoted to the next year level. There will also be a formal practise exam period at the start of Term 4 for Unit 3 & 4 subjects.

General Achievement Test (GAT)

All student studying VCE and Second Year VCEVM (formally VCAL) will be expected to sit the GAT. The GAT is set by the VCAA and undertaken during June. The test covers Arts, Science, Maths and Technology. The subject matter is of a general nature and preparation is not required.

The score achieved by the students on their GAT is compared to the scores they achieve for their coursework. If the VCAA finds that there is a significant difference between the students' achievements on the two types of assessment, the work of the student will be reviewed for authenticity. It is also used in the Statistical Moderation process. If students apply for a Derived Exam Score (DES) or an Exam Irregularity, their performance in the GAT will be used in the calculation of their study score. It is therefore compulsory for all students to attend the GAT.

The following pages contain course guide information about VCE subjects currently offered at OCC.

- **Biology**
- **English**
- **Health & Human Development**
- **Mathematics**
 - **General**
 - **Methods**
- **Outdoor & Environmental Studies**
- **Physical Education**
- **Physics**
- **Psychology**
- **Art – Making & Exhibiting**
- **Visual Communication & Design**

Should student numbers show an increased interest in other subjects such as Business Management, Chemistry, Drama, Legal Studies, Literature, Music etc. these may be added to the subject selections. A full list of VCE subjects can be found at the VCAA website.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

ENGLISH

Contact: Ms Taryn Farley or Mr Andrew Malcolm

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Unit 1 – Reading, exploring and crafting texts

Unit 2 – Reading and exploring texts and exploring argument

Unit 3 – Reading and responding to texts and creating texts

Unit 4 – Reading and responding to texts and analysing argument

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>

GENERAL MATHEMATICS

Contact: Mr Anthony Walker or Ms Tristi Woerz

Course Description

General Mathematics provides for the study of non-calculus and discrete mathematics topics. It is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Units 1 & 2 –	* Data analysis, probability and statistics	* Algebra, number and structure
	* Functions, relations and graphs	* Discrete mathematics
Units 3 & 4 –	* Data analysis and recursion and financial modelling	* Matrices and networks and decision mathematics

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>

MATHEMATICAL METHODS

Contact: Mrs Debbie Kempff

Course Description

Mathematical methods provide for the study of elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Units 1 & 2 –	* Functions, relations and graphs	* Algebra, number and structure
	* Data analysis, probability and statistics	* Calculus
Units 3 & 4 –	* Functions, relations and graphs	* Algebra, number and structure
	* Data analysis, probability and statistics	* Calculus

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx>

BIOLOGY

Contact: Ms Phoebe Porter

Course Description

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. Students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

Unit 1 – How do organisms regulate their functions?

Unit 2 – How does inheritance impact on diversity?

Unit 3 – How do cells maintain life?

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

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>

PHYSICS

Contact: Ms Tristi Woerz

Course Description

Physics seeks to understand and explain the physical world. It is a natural science based on investigations and mathematical analysis, with the purpose of explaining phenomena occurring from the infinitesimal subatomic scale through to the entire universe.

Unit 1 – How is energy useful in society?

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

Unit 3 – How do fields explain motion and electricity?

Unit 4 – How can two contradictory models explain both light and matter?

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Physics/Pages/Index.aspx>

PSYCHOLOGY

Contact: Mrs Taryn Farley

Course Description

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Unit 1 and 2 focus on Psychological development, the influences of heredity and environment are studied along with the structure and function of neurons and the brain, along with the effects of brain injury and brain imaging techniques. Influences on behaviour and perception are studied along with key science skills.

Unit 1 – How are behaviours and mental processes shaped?

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

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

Unit 4 – How is wellbeing supported and maintained?

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Psychology/Pages/Index.aspx>

HEALTH & HUMAN DEVELOPMENT

Contact: Mr Robert Clay

Course Description

VCE Health and Human Development provides students with broad understandings of health and wellbeing. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. This subject offers students a range of pathways including allied health practices, education, and the health profession in general.

Unit 1 – Understanding health and wellbeing

Unit 2 – Managing health and development

Unit 3 – Australia’s health in a globalised world

Unit 4 – Health and human development in a global context

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/index.aspx>

OUTDOOR & ENVIRONMENTAL STUDIES

Contact: Mr Glenn Sykes

Course Description

This subject is concerned with the ways humans interact with and relate to outdoor environments. Students make critically informed comment on questions of environmental sustainability to understand the importance of environmental health. Both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments.

Unit 1 – Exploring outdoor experiences

Unit 2 – Discovering outdoor environments

Unit 3 – Relationships with outdoor environments

Unit 4 – Sustainable outdoor relationships

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/Index.aspx>

PHYSICAL EDUCATION

Contact: Mr Darren Murray

Course Description

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study and the course prepares students for such fields as human movement, nursing and physiotherapy, as well as providing knowledge and skills for participating in their own sporting and physical activity pursuits.

Unit 1 – The human body in motion

Unit 2 – Physical activity, sport and society

Unit 3 – Movement skills and energy for physical activity

Unit 4 – Training to improve performance

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx>

ART - MAKING & EXHIBITING

Contact: Ms Katilin Peachey

Course Description

This subject provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence. Students explore and experiment in creating, developing and engaging with the visual arts to build a strong skill set. They are encouraged to work both independently and collaboratively, to develop ideas.

Unit 1 – Explore, expand and investigate

Unit 2 – Understand, develop and resolve

Unit 3 – Collect, extend and connect

Unit 4 – Consolidate, present and conserve

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx>

VISUAL COMMUNICATION DESIGN

Contact: **Mr Tim Royce**

Course Description

The VCD study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. VCD relies on drawing as the primary component of visual language to support the conception and visualisation of ideas and we use the design process to generate and develop visual communications.

Unit 1 – Introduction to visual communication design

Unit 2 – Application of visual communication within design fields

Unit 3 – Visual communication design practices

Unit 4 – Visual communication design development, evaluation and presentation

VCAA website link

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx>



VCE VM

VOCATIONAL MAJOR

Overview

The VCE Vocational Major is a two-year vocational and applied learning program that will be introduced in 2023 to replace Senior and Intermediate VCAL and offer a program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment.

The VCE Vocational Major

- Two-year senior secondary certificate
- 16 to 20 units
- Four compulsory subjects VCE VM:
Literacy, Numeracy, Personal Development Skills, Work Related Skills
- Compulsory VET subject
- Gain credit from time in workplace
- Assessment based on learning activities
- No study scores and no ATAR

The new VCE VM certificate enables students to incorporate VCE units into their applied learning certificate. For example, students are able to study VCE English (unscored) rather than VCE VM Literacy or VCE Maths (unscored) rather than VCE VM Numeracy.

Students wishing to study a “traditional VCAL” program are able to do so by choosing VCE VM Literacy, Numeracy, etc.

The changes to applied learning stream by the VCAA (Victorian Curriculum and Assessment Authority) will allow greater student flexibility. Students studying the VCE VM course will have the option of studying a traditional VCAL type program or incorporating VCE units into their study. Like the VCAL program it is replacing, the VCE VM is designed to be an applied learning pathway, which prepares students for the workforce or further studies not requiring an ATAR. The compulsory VET subject and relevant work placement remain core aspects of this applied learning pathway.

LITERACY SKILLS

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills.

NUMERACY SKILLS

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

WORK RELATED SKILLS

The purpose of the VCAL Work Related Skills Strand is to develop student skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides students with a capacity to explore, consider and choose from a range of pathways.

Knowledge and understanding of occupational health and safety (OHS) is integral to student preparation for a variety of community and work environments.

PERSONAL DEVELOPMENT

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem and efficacy
- health and wellbeing
- valuing participation in a democratic society.

Curriculum selected for the Personal Development Skills Strand must be consistent with the strand purpose statement. Through aligning curriculum with the strand purpose statement, the learning program will provide opportunities for skill progression and experiences that are important for VCAL personal development outcomes. Personal development includes self-esteem and other qualities developed through valuing personal achievement and contributing to the community. This may involve demonstrating leadership and teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. The development of knowledge, skills and attributes in the Personal Development Skills Strand underpins the development of skills in the other three VCAL curriculum strands.

Overview

VET in Schools Program allows students to undertake a Vocational Education and Training (VET) Certificate combined with their VCE or VCE VM studies. VET units that include an end of year exam can be included in the 'Primary Four' for ATAR calculations. Scored assessment is available for subjects marked *. Other VET units can provide a 10% RAW ATAR bonus.

Advantages of undertaking a VET in Schools program:

- OCC subsidises the cost of VET programs
- If completed at Year 11, provide ATAR bonus as extra subject/s counting towards Year 12
- Marketable job skills
- Pathways into TAFE /apprenticeship programs
- Pathways into some university programs
- National recognition of VET qualifications

The VET program selected contributes VCE units as specified, contributing towards satisfactory completion of the student's VCE or VCE VM certificates.

The following pages contain course guide information about VET subjects currently offered at OCC.

- **Certificate II – Automotive (Technology Studies)**
- **Certificate II – Building & Construction**
- **Certificate II – Engineering Technology ***
- **Certificate II – Hospitality (Kitchen Operations) * (To Be Confirmed)**

*** Scored assessment is available for these subjects**

A full list of VET subjects can be found at the VCAA website.

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

AUTOMOTIVE

Contact: Mr David Thexton

Brief Course Description

This pre-apprenticeship course is a two year program. Each module requires students to complete both practical work and module books. The outcomes of the program enable students to demonstrate a range of skills related to the automotive industry - e.g. automotive terminology, automotive practices, problem solving, use of diagnostic equipment and OH&S procedures.

Other Information

Students undertaking this subject are required to **provide and wear their own leather work boots**. They are also required to use other OH&S protective equipment provided by the school.

BUILDING & CONSTRUCTION

Contact: Mr Michael Young or Mr David Thexton

Brief Course Description

This pre-apprenticeship course is a two year program. Each module requires students to complete both practical work and module books. The outcomes of the program enable students to demonstrate a range of skills related to the construction industry - e.g. construction terminology, construction techniques, problem solving, use of power tools, diagnostic equipment and OH&S procedures.

Other Information

Students undertaking this subject are required to **provide and wear their own leather work boots**. They are also required to use other OH&S protective equipment provided by the school.

ENGINEERING

Contact: Mr David Thexton

Brief Course Description

Engineering – 22632VIC Certificate II in Engineering Studies. Delivered in partnership with AIET (RTO: 121314), this pre-apprenticeship course is a two year program. Each module requires students to complete both practical work and module books. The outcomes of the program enable students to demonstrate a range of skills related to the engineering industry. This subject can be scored for the purposes of receiving a VCE ATAR.

Other Information

Students undertaking this subject are required to **provide and wear their own leather work boots**. They are also required to use other OH&S protective equipment provided by the school.

HOSPITALITY

Contact: Mr David Thexton

Brief Course Description

Cookery - SIT20421 Certificate II in Cookery. Delivered in partnership with AIET (RTO: 121314), this pre-apprenticeship course is a two year program. Each module requires students to complete both practical work and module books. The outcomes of the program enable students to demonstrate a range of skills related to the hospitality industry - e.g. hospitality terminology, kitchen practices, problem solving, use of commercial kitchen equipment and OH&S procedures. This subject can be scored for the purposes of receiving a VCE ATAR (TBC).

Other Information

The school will provide laundered aprons and hats. Students must have hair tied back or in a hairnet / hat. Students must have **closed leather shoes** (no sneakers).

EXTENDED WORK EDUCATION PROGRAM

Extended Work Experience / Structural Workplace Learning

The opportunity exists for suitable students to participate in a regular work placement program. This involves students working with an employer part-time as part of their studies in VCE, VCE VM or VET. The options for extended work experience are varied and include a half or a whole day, for example.

Students who choose this option could study a reduced number of VCE/VCAL units, normally five units per semester instead of six; however, six units should be chosen initially. This option gives students additional skills and competencies; they may be able to apply some of these skills to complete their VCE/VCAL studies. Students who choose this option may decide to take longer than the two years to satisfy the requirements of the VCE/VCAL Certificate. Some VET courses require regular (e.g. one day per week) structured workplace learning to gain the required Outcomes, (at present, Agriculture), with similar objectives and outcomes to above, as opposed to structured workplace learning where there is a limit on the number of days of work students may undertake.

School-Based New Apprenticeships

School-Based New Apprenticeships (SBNA) are generally Certificate III level and of two years duration which can be extended to three in some situations. They involve, on average, 13 hours per week in the workplace which may be completed as a combination of regular and block placement. Holiday and weekend placement is allowable to make up required hours.

School-Based New Apprenticeships contribute to satisfactory completion of VCE /VCAL units.

It is often recommended that these are begun at Year 10 to reduce the time commitment at Year 12; however, this advice varies with individual circumstances.

School-Based New Apprenticeships undertaken have included: Agriculture, Automotive, Building and Construction, Retail, Sport and Recreation and Community Services (Aged Care).

Employment Assistance

Orbost Community College works closely with a number of outside organisations. The Local Learning and Employment Network (LLEN) work closely with OCC, planning industry experience days and also helping if assistance is needed to find work placements.

SUBJECT BLOCKINGS - 2025

All subjects will run for 4 sessions per week.

	Block 1	Block 2	Block 3	Block 4	Block 5
Year 10	Maths	English	Science	Personal Development	20 th Century History
VCE Units 1-2	VCE English	VCE Maths Methods VCE General Maths	VCE Physics VCE Health & Human Development	VCE Visual Communication & Design	VCE Outdoor Education
VCE Units 3-4	VCE English	VCE Maths Methods VCE General Maths	VCE Physics VCE Physical Education	VCE Biology	VCE Psychology VCE Art - Making & Exhibiting
VCE VM	VCE VM Literacy, Numeracy, Personal Development & Work Related Skills	VCE VM Literacy, Numeracy, Personal Development & Work Related Skills	VET General Construction VET Hospitality 2	VET Hospitality 1 VET Engineering	VET Automotive
VET					