

God's Name, Our Hands.

I have Written Your Name on the Palms of My Hands.

(Isaiah 49:16)

**COURSE
HANDBOOK**

2025

*Every Student
Every Pathway*

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PRINCIPAL'S WELCOME

It is with great pleasure that I present parents/ caregivers and students the 2025 Catholic Regional College Sydenham's Curriculum Handbook for students in Years 10, 11 and 12.

A student's destination or chosen pathway is the most important aspect of education at Catholic Regional College Sydenham. We cater to those wishing to undertake a higher education degree, complete a TAFE certificate, participate in an apprenticeship and those looking to transition into full time work. The motto – *"Every Student Every Pathway"* is what the school strives to achieve in ensuring that pathways and goals are achieved. Our dedicated, experienced and highly skilled student services and careers team are the crucial link in ensuring student success.

This handbook is a valuable resource to assist students, together with their parents to make informed decisions to support their aspirations for postsecondary pathways. Parents/caregivers play an integral role in the education and formation of their children, and it is crucial that parents/caregivers work in partnership with their child and the College to enable our students to become thriving people, capable learners and leaders for the world God desires.

Careful counsel is required to enable student success, and to this end, our students will receive individual guidance and subject counselling from experienced staff to ensure that the course chosen is most suitable to tailor to the student's abilities and desired post-secondary pathway. We offer a wide range of courses from the Victorian Certificate of Education, VET and the new VCE Vocational Major certificates, enabling students to consider and explore broad options to fulfill their aspirations. Courses can be tailored to best suit the needs of our students such that students enjoy and fully engage in their senior years learning, and prepare for life after school as independent, knowledgeable and skillful young adults.

It is important to note when choosing subjects, that students wishing to pursue a tertiary pathway research the tertiary entry requirement for their desired pathway. This is essential to meet the minimum entry requirements set by universities. Please be aware that the minimum requirements may vary between universities, so we encourage you to research your pathway carefully.

All students can be confident that they will be supported through the process of subject selection for their senior years at CRC Sydenham, through information evenings, subject counselling, and teacher guidance. If students and their parents/caregivers have specific questions whilst perusing this handbook, I encourage them to contact the relevant Learning Area Convenor. We wish all our students well as they embark on this significant subject selection and subject counselling process. I am confident that together we will set you on the right pathway to success, fulfillment, and life-long learning.

Catholic Regional College Sydenham is a community dedicated to educating the whole person. We work in partnership with parents to develop young men and women who are open to growth, committed to their faith and social justice, and who are religiously and intellectually competent. When our students and graduates demonstrate these characteristics, practising them in their daily lives, the school community can be proud in the knowledge that it has served them well.

The College, its staff and students, has continued to renew its commitment to excellence in Catholic education as we continue to embark on a new era of faith, seeking and understanding.

Brendan Watson OAM
Principal

INTRODUCTION

HOW IS VCE STRUCTURED



Choosing a Suitable Pathway

The education system is evolving amid increasing awareness of the impact of stress associated with exams on a student's mental health and the desire of many young people who want to learn assiduously but do not wish to pursue a career that requires tertiary education.

Furthermore, many careers do not require an ATAR (Australian Tertiary Admission Rank) – the ranking derived from exams which determines whether a student has achieved sufficiently high grades to enter their preferred tertiary course - and so many tertiary providers have no prerequisites or desire satisfactory completion of the VCE certificate only.

It is vital that students engage with our Careers Hub to ensure they are engaged in the correct program, are meeting their individual needs and achieving their goals.

How is VCE structured?

The VCE course is made up of studies and units, some of which must be studied as a sequence.

A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.

For most students, VCE is completed over two years.

Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year.

You can study Unit 1 or Unit 2 of a subject as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

Students usually study from 20 to 24 units (five or six studies) in Years 11 and 12.

You can take longer than two years to finish VCE if you need to. Some students start VCE in Year 10, and some study Units 3 and 4 in Year 11.

You should talk to your teachers or careers practitioner about how to structure your VCE program to best meet your needs.

INTRODUCTION

HOW IS VCE STRUCTURED

What studies can I choose?

You have a variety of study options in VCE through which you can pursue your interests and build your skills.

There are over 90 VCE studies and over 20 VCE VET (Vocational Education and Training) programs for you to choose from across the humanities, sciences, mathematics, technology, arts and languages, as well as vocational studies.

What is the VCE Vocational Major?

The VCE Vocational Major (VM) is a new vocational and applied learning program within the VCE.

The VCE Vocational Major will prepare you to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.

How is the VCE VM structured?

The VCE Vocational Major has specific subjects designed to prepare you for a vocational pathway. They are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 nominal hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

You will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?

You must successfully complete a minimum of 16 units, including:

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

Most students will undertake between 16-20 units over the two years. You must complete a minimum of three other Unit 3–4 sequences. You can also do other VCE subjects. Students can also receive structured workplace learning recognition.

How are my VCE VM subjects marked?

Each VCE Vocational Major unit of study has specified learning outcomes. Your teacher will supervise and mark your assessments and will let you know that you have demonstrated the specified learning outcomes through a range of learning activities and tasks.

Unlike other VCE subjects, there are no external assessments, apart from the General Achievement Test. This means you don't have study scores and you will not get an ATAR.

Vocational Pathways Certificate

The Victorian Pathways Certificate will replace Foundation VCAL and is designed to support students to transition either to the VCE or to entry level VET or employment – particularly focusing on vulnerable students at risk of leaving education or students with additional needs.

Students undertaking this qualification will see a revised and enriched curriculum with more subjects and support to develop the skills, capabilities and qualities they need after their school years – whether that's going onto further education or straight into the workforce.

What do I have to do to achieve my VCE?

To achieve your VCE you must successfully complete 16 units including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three additional Unit 3 and 4 sequences.

Your teacher can explain the differences between the English group studies, or you can find out more about them on the VCAA website.

You can complete the remaining units, including the three sequences at Unit 3 and 4 level, in any study that interests you. This could even be an additional

INTRODUCTION HOW IS VCE STRUCTURED

English group study on top of the units you take to meet the minimum English requirement.

Your teacher determines if you have satisfactorily completed a unit based on the work you produce and submit and your adherence to VCAA and school rules.

How do I achieve marks in the VCE?

Units 1 and 2 are marked by your school; your teachers will set a range of assessments to see how you are progressing. The assessments have deadlines and you will need to plan and submit your work on time. Deadlines can only be extended in special circumstances.

- For Units 1 and 2 you will receive either S (Satisfactory), or N (Non-Satisfactory). Your school may give you a grade for each unit, but only the S counts towards your VCE.
- For Units 3 and 4 you will have grades calculated from A+ to E, UG (Ungraded), or NA (Not Assessed) for your assessment tasks, as well as an S or N.

There are three graded assessments for each VCE study at Unit 3 and 4 level. All VCE VET programs with scored assessment have two graded assessments.

Depending on the study, these may be School-based Assessments and/or external assessments.

School-based assessments are set by your teacher and include School-assessed Coursework (SAC) that is completed at school, and School-assessed Tasks (SAT) that are completed at school and home. These are marked at your school. The VCAA checks the marks to make sure that all schools in Victoria are marking to the same standard. You can read about the rules for marking/assessment on the VCAA website, or you can ask your teachers.

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – whether written, oral, performance or in an electronic format.

Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and

there are multiple checks to make sure that marking is fair.

Exams are held each year in October and November. You will receive plenty of notice about the exact dates of your exams from your school.

Scored or Unscored?

To get your VCE you need to satisfactorily complete at least 16 units. Out of these 16 units, at least three must be from an English subject, including a Unit 3–4 sequence.

Scored VCE

Most tertiary education offers are based on a student's ATAR which is obtained using scores from Unit 3/4 English and the next 3 best scores at Year 12 level. Students can also gain a 10% increment for up to two more subjects. A total of six subjects can count towards a student's ATAR.

Unscored (UVP) VCE

Some students may choose to select an unscored VCE for a variety of reasons including wellbeing.

UVP students are still eligible for the VCE without Study Scores, although this may limit entry into some TAFE/tertiary institutions.

Assessed as “satisfactory” or “not-satisfactory” but do not receive an ATAR. Students often go on to complete a TAFE course - which can lead to university - or straight into work.

INTRODUCTION VCE AND VET YEAR 11 SUBJECT SELECTION FORM 2025



CATHOLIC REGIONAL COLLEGE SYDENHAM STUDENT NAME: _____
VCE COURSE PLANNER – YEAR 11 2025 FEDERATION COLLEGE: NK / ST. A / CS / OTHER

If a subject is important for you, then select it before any less important subjects
If you are choosing to do a Unit 3-4 Subject, you will be required to demonstrate an ability to do this level of study. We will look at your Year 10 report and the Academic Testing data to help us determine your suitability. If you have completed U1/2 in 2024, we recommend undertaking U3/4 of the same subject
Some subjects are exempt from the direct 3-4 pathway and require an application for recommendation by your Year 10 teacher:
Chemistry | Physics | Methods | Specialist Maths
Fourth selection is recommended

(circle or highlight) ENGLISH SELECTION:			
ENGLISH	ENGLISH LANGUAGE	LITERATURE	ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
(circle or highlight) RE SELECTION:			
UNIT 1 RELIGION & SOCIETY <small>with supplementary U1 learning area</small>	1/2 TEXTS & TRADITIONS <small>OR</small> 1/2 RELIGION & SOCIETY	VET APPLIED RE <small>(not automatically accepted)</small>	UNITS 3/4 RELIGION SOCIETY <small>(If a unit has been completed in 2024)</small>
(compulsory) SELECTION ONE:		(compulsory) SELECTION TWO:	
Units 3&4 or Units 1&2:		Units 1&2:	
(compulsory) SELECTION THREE:		(recommended) SELECTION FOUR:	
Units 1&2:		Units 1&2:	
(VET/RE Excluded)		RESERVE SUBJECTS:	
		1.	2.



PARENT SIGNATURE: _____

SIGNATURE (YEAR 10 CAREERS ADVISOR OR YEAR 10 TEACHER): _____

FOR A FULL DESCRIPTION ON THE SUBJECTS LISTED BELOW PLEASE REFER TO THE **2025 COURSE HANDBOOK** LOCATED ON THE COLLEGE WEBSITE crs.vic.edu.au UNDER THE LEARNING AND TEACHING TAB

<p>RELIGIOUS EDUCATION LEARNING AREA</p> <ul style="list-style-type: none"> • VCE RELIGION & SOCIETY (UNIT 1&2) • VCE TEXTS & TRADITIONS (UNIT 1&2) • VET APPLIED RE – Certificate II Outdoor Recreation & Certificate II Business <p>LANGUAGES LEARNING AREA</p> <ul style="list-style-type: none"> • VCE ENGLISH (UNIT 1&2) • VCE ENGLISH LANGUAGE (UNIT 1&2) • VCE LITERATURE (UNIT 1&2) • VCE SECONDARY LANGUAGES - ITALIAN (UNIT 1&2) • VCE E.A.L ENGLISH AS AN ADDITIONAL LANGUAGE <p>MATHEMATICS LEARNING AREA</p> <ul style="list-style-type: none"> • VCE GENERAL MATHEMATICS (UNIT 1&2) • VCE GENERAL MATHEMATICS (UNIT 3&4) • VCE MATHEMATICAL METHODS (UNIT 1&2) • VCE SPECIALIST MATHEMATICS (UNIT 1&2) <p>HUMANITIES LEARNING AREA</p> <ul style="list-style-type: none"> • VCE ACCOUNTING (UNIT 1&2) • VCE BUSINESS MANAGEMENT (UNIT 1&2) • VCE ECONOMICS (UNIT 1&2) • VCE PHILOSOPHY (UNIT 1&2) • VCE GEOGRAPHY (UNIT 1&2) • VCE MODERN HISTORY (UNIT 1&2) • VCE ANCIENT HISTORY (UNIT 1&2) • VCE AUSTRALIAN & GLOBAL POLITICS (UNIT 1&2) • VCE LEGAL STUDIES (UNIT 1&2) • CERT. II WORKPLACE SKILLS/CERT. III BUSINESS (SCORED) 	<p>PERSONAL DEVELOPMENT LEARNING AREA</p> <ul style="list-style-type: none"> • VCE HEALTH & HUMAN DEVELOPMENT (UNIT 1&2) • VCE OUTDOOR & ENVIRONMENTAL STUDIES (UNIT 1&2) • VCE PHYSICAL EDUCATION (UNIT 1&2) • CERT. III COMMUNITY SERVICES (SCORED) • CERT. III SPORT, AQUATICS & RECREATION (SCORED) • CERT. III ALLIED HEALTH ASSISTANCE (SCORED) <p>SCIENCE LEARNING AREA</p> <ul style="list-style-type: none"> • VCE BIOLOGY (UNIT 1&2) • VCE CHEMISTRY (UNIT 1&2) • VCE ENVIRONMENTAL SCIENCE (UNIT 1&2) • VCE PHYSICS (UNIT 1&2) • VCE PSYCHOLOGY (UNIT 1&2) • CERT. III LABORATORY SKILLS (SCORED) <p>VISUAL & PERFORMING ARTS LEARNING AREA</p> <ul style="list-style-type: none"> • VCE ART CREATIVE PRACTICE (UNIT 1&2) **FOLIO** • VCE MEDIA (UNIT 1&2) **FOLIO** • VCE ART MAKING AND EXHIBITING (UNIT 1&2) **FOLIO** • VCE VISUAL COMMUNICATION DESIGN (UNIT 1&2) **FOLIO** • VCE DRAMA (UNIT 1&2) • VCE MUSIC PERFORMANCE (UNIT 1&2) • CERT. II & III DANCE (SCORED) • CERT. III INFORMATION DIGITAL MEDIA & TECHNOLOGY (SCORED) • CERT. III SCREEN & MEDIA (SCORED) • CERT. III MUSIC (PERFORMANCE) (SCORED) • CERT. II MUSIC (SOUND PRODUCTION) (SCORED) 	<p>TECHNOLOGY LEARNING AREA</p> <ul style="list-style-type: none"> • VCE FOOD STUDIES (UNIT 1&2) • VCE COMPUTING (UNIT 1&2) • VCE SYSTEMS ENGINEERING (UNIT 1&2) **FOLIO** • CERT. II SALON ASSISTANT • CERT. II FURNISHING (PICTURE FRAMING) • CERT. II SIGNAGE & GRAPHICS • CERT. II BAKING • CERT. II COOKERY • CERT. II HORTICULTURE • CERT. II RETAIL COSMETICS • CERT. II HOSPITALITY/CERT. II COOKERY (SCORED) • CERT. II FURNITURE MAKING PATHWAYS (SCORED) • CERT. III COMMUNITY SERVICES (SCORED) <p>RE SUPPLEMENT LEARNING AREAS</p> <ul style="list-style-type: none"> • Humanities • Personal Development • Science • Technology • Visual & Performing Arts
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YOU ARE PERMITTED TO SELECT NO MORE THAT TWO **VET** SUBJECTS
YOU ARE PERMITTED TO SELECT NO MORE THAN TWO **FOLIO** SUBJECTS

A TOTAL OF 5 or 6 SUBJECTS WILL MAKE UP A COMPLETE YEAR 11 PROGRAM

INTRODUCTION
2025 VCE VM YEAR 11 COURSE SELECTION FORM



CATHOLIC REGIONAL COLLEGE SYDENHAM
VCE VOCATIONAL MAJOR COURSE SELECTION FORM 2025

STUDENT NAME: _____ FEDERATION COLLEGE: NK / SA / CS / OTHER

INTENDED PATHWAY/CAREER: _____

In the "Subjects Selected" column enter the subjects you intend to complete at CRC Sydenham in 2025.

STRAND	COMPULSORY SUBJECTS	Student Checklist
LITERACY	LITERACY	I am aware that across Year 11 and 12 I need to meet the following requirements and I understand this program is not designed for me to attain an ATAR: → 16 units in total → 3 units of Literacy → 3 other VCE sequences → 2 Numeracy/Maths → 2 Work Related Skills → 2 Personal Development Skills → 180 hours of Certificate II level or above
PERSONAL DEVELOPMENT SKILLS (PDS)	PERSONAL DEVELOPMENT SKILLS	
WORK RELATED SKILLS (WRS)	WORK RELATED SKILLS	
VCE RELIGIOUS EDUCATION	VCE RELIGIOUS EDUCATION A single unit across the whole year, with enrichment components incorporated through community service.	
NUMERACY (CIRCLE)	NUMERACY OR VCE GENERAL MATHS (<i>Electrotechnology students</i>)	
SWL OR VET PROGRAM	STRUCTURED WORKPLACE LEARNING PLACEMENT: _____ VET PROGRAM: _____	
VET PROGRAM	Refer to the CRC 2025 Course Handbook for a full list of VET Programs available AND the relevant costs (internal and external). IMPORTANT: VCE-VM STUDENTS MUST SELECT VET SUBJECTS & COMPLETE 180 HOURS FROM ONE OF THE CERTIFICATES VET PROGRAM: _____ <small>*If studying a VET this year (Year 10) and wish to continue please put this as your number 1 program</small>	

ADDITIONAL INFORMATION:

HAVE YOU COMPLETED A VET COURSE IN 2025? YES / NO - IF YES SUBJECT NAME: _____

HAVE YOU ORGANISED TO ENGAGE IN A SCHOOL BASED APPRENTICESHIP (SBA) IN 2025? YES / NO

TRAINING ORGANISATION: _____

SBA VET COURSE: _____

PARENT SIGNATURE: _____

SIGNATURE (YEAR 10 CAREERS ADVISOR OR TEACHER): _____

STUDENT SIGNATURE: _____

INTRODUCTION
2025 VCE VM YEAR 11 COURSE SELECTION FORM



CATHOLIC REGIONAL COLLEGE SYDENHAM –
VCAL INTERNAL & EXTERNAL VET SUBJECTS – YEAR 11 2025

FOR A FULL DESCRIPTION ON THE SUBJECTS LISTED BELOW PLEASE REFER TO THE [2025 COURSE HANDBOOK](#) LOCATED ON THE COLLEGE WEBSITE cres.vic.edu.au UNDER THE LEARNING AND TEACHING TAB

INTERNAL VET SUBJECTS

- CERT. II SALON ASSISTANT
- CERT. II FURNISHING (*PICTURE FRAMING*)
- CERT. II SIGNAGE & GRAPHICS
- CERT. III BAKING
- CERT. II COOKERY (*MANNA*)
- CERT. II HORTICULTURE
- CERT. II RETAIL COSMETICS
- CERT. II HOSPITALITY/COOKERY (*DUAL COURSE*)
- CERT. II FURNITURE MAKING PATHWAYS
- CERT. III INFORMATION DIGITAL MEDIA & TECHNOLOGY
- CERT. II & III DANCE
- CERT. III SCREEN & MEDIA
- CERT. III MUSIC (PERFORMANCE)
- CERT. II MUSIC (SOUND PRODUCTION)
- CERT. III LABORATORY SKILLS
- CERT. III COMMUNITY SERVICES
- CERT. III SPORT, AQUATICS & RECREATION
- CERT. II WORKPLACE SKILLS & CERT. III BUSINESS
- CERT. III ALLIED HEALTH ASSISTANCE (*EST. LEVY \$1000*)

EXTERNAL VET SUBJECTS (These VET subjects require an upfront fee of a minimum of \$1500)

- CERT. III ACTING (SCREEN)
- CERT. II APPLIED FASHION DESIGN & TECHNOLOGY
- CERT. II AUTOMOTIVE VOCATIONAL PREPARATION
- CERT. II BUILDING & CONSTRUCTION
- CERT. II ELECTROTECHNOLOGY STUDIES (GENERAL MATHS REQUIRED)
- CERT. II ENGINEERING
- CERT. III BEAUTY SERVICES
- CERT. II PLUMBING
- CERT. II ANIMAL STUDIES
- CERT. III EARLY CHILDHOOD EDUCATION

INTRODUCTION

2025 SUBJECT LISTING BY LEARNING AREA

Religious Education - Allan Hessey

Scored Options:

VCE Religion and Society (Units 1-4)
VCE Text and Traditions (Units 1-4)

VET Option:

VET Applied Religious Education

Yr.12 Unscored Options:

RE Community Service
RE Faith in Action Religion and Art
Religion and Music Performance (Choir/Band)

Science - Gilda Zappone

VCE Biology (Units 1-4)
VCE Chemistry (Units 1-4)
VCE Physics (Units 1-4)
VCE Psychology (Units 1-4)
VCE Environmental Science (Units 1-4)
VET Laboratory Skills (Yr 1-2)

Humanities - Carmel Rumoro & Mary Zaki Lloyd

VCE Accounting (Units 1-4)
VCE Business Management (Units 1-4)
VCE Economics (Units 1-4)
VCE Geography (Units 3-4)
VCE History - Modern (Units 1-2)
VCE History - Ancient (Units 1-4)
VCE History – Revolutions (Units 3-4)
VCE Global Politics (Units 3-4)
VCE Legal Studies (Units 1-4)
VCE Philosophy (Units 1-2)
VET Cert II/III in Business (Yr 1-2)

Technology - Renée Micallef

VCE Applied Computing (Units 1-2)
VCE Data Analytics (Units 3-4)
VCE Food Studies (Units 1-4)
VCE Software Development (Units 3-4)
VCE Systems Engineering (Units 1-4)
VET Certificate III in Information, Digital Media and Technology (Yr 1-2)
VET Certificate II Furniture Making Pathways (Yr 1-2)
VET Certificate III in Baking
VET Furnishing (Picture Framing)
VET Cookery – Hospitality (Quatrefoils: Dual Stream)
VET Cert II in Kitchen Operations
VET Certificate II in Signage
VET Retail Cosmetics SHB20121
VET Horticulture
VET Certificate II Salon Assistant

Languages - Henryk Slosarski

VCE English (Units 1-4)
VCE English as an Additional Language (Units 1-4)
VCE English Language (Units 1-4)
VCE Literature (Units 1-4)
VCE LOTE Italian (Units 1-4)

Mathematics - Satnesh Lingam

VCE General Mathematics (Units 1-4)
VCE Mathematical Methods (Units 1-4)
VCE Specialist Mathematics (Units 1-4)

VCE Vocational Major - Donna Williams

VCE Literacy
VCE Numeracy
VCE Personal Development Skills / Religious Education
VCE Work Related Skills / Selected VET study
VCE Industry Specific Skills—Selected VET study

Personal Development - James McKay

VCE Health and Human Development (Units 1-4)
VCE Outdoor and Environmental Studies (Units 1-4)
VCE Physical Education (Units 1-4)
VET Sport and Recreation (Yr 1-2)
VET Cert II/III in Community Services (Yr1-2)

Visual and Performing Arts - Helena Stratakos

VCE Art (Units 1-4)
VCE Media (Units 1-4)
VCE Drama (Units 1-4)
VCE Studio Arts (Units 1-4)
VCE Visual Communication & Design (Units 1-4)
VET Certificate III in Music (Technical Production) (Yr 1-2)
VET Certificate II in Dance (Yr 1-2)
VET Certificate III in Music (Performance) (Y1-2)
VCE Music (Units 1-4)

PATHWAY PLANNING

THE VCE AND UNIVERSITY ENTRY



The VCE: University Entry and Atar

Gaining the VCE is the main method used by Victorian students to gain admission into university and VET courses. Students who complete the VCE may be eligible for an ATAR (Australian Tertiary Admissions Rank) and university entry, provided they meet certain requirements.

Visit the VTAC website for more information on tertiary entry: www.vtac.edu.au

The Australian Tertiary Admissions Rank (ATAR)

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is an overall percentile rank reflecting a student's Year 12 achievement compared to the age group in a given year. The ATAR allows tertiary institutions to competitively rank students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions for admission into some tertiary courses.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. A student with an ATAR of 75.00 has achieved VCE results above 75 per cent of the Year 12 age group.

What the ATAR isn't

The ATAR isn't a reflection of you as a person, and there's no pass or fail ATAR. Everyone who receives an ATAR has passed the VCE. The ATAR is simply a rank that is used by institutions for some of their courses. In most cases, the ATAR is only one of many criteria and factors considered as part of the selection process.

How to qualify for an ATAR

To qualify for an ATAR through VTAC, a student must:

- qualify for the VCE, and
- achieve study scores in at least four permissible Unit 3 and 4 VCE studies, including one from the English group.

Calculating your Aggregate

Before producing your ATAR, VTAC must first calculate your aggregate. Your aggregate is produced as a sum of your primary four studies and a maximum of two available (and permissible) increments.

Subject to the rules and restrictions that follow, up to six studies can be used in calculating your aggregate and they may include:

- VCE Unit 3 and 4 sequences
- Vocational Education and Training (VET) programs with Unit 3 and 4 sequences
- other approved VET studies (VE3), and
- One approved higher education study
- However, only some of these types of study can be included in your primary four, others can only be used as increments.
- If you have more than six results, only the six permissible results that give the highest ATAR are used. Any studies not used for the ATAR remain visible to selection officers on your application.

Why there isn't an ATAR of 100?

- Because the ATAR is a percentile ranking it ranks you against everyone in the Year 12 age group. Your ATAR represents the percentage of people you performed higher than. Therefore, it's statistically impossible for the students with the highest result to perform better than themselves.

Key points

- Your ATAR is produced from your aggregate
- To achieve this, all aggregates are placed in order and assigned to a percentile scale
- The lowest ATAR is 0 and the highest is 99.95

Year	Study	Study Score	Scaled Score	2022 Aggregate Contribution
2022	English Language	35	37.73	37.73
2022	Visual Communication Design	48	47.68	47.68
2022	Further Mathematics	43	41.42	41.42
2022	Psychology	41	40.25	40.25
2021	Health and Human Development	40	37.08	3.70
2021	Dance	27	25.65	2.56
Aggregate			173.34	
Aggregate converted to an ATAR of			95.75	

PATHWAY PLANNING CLASS OF 2023 STUDENT DESTINATIONS

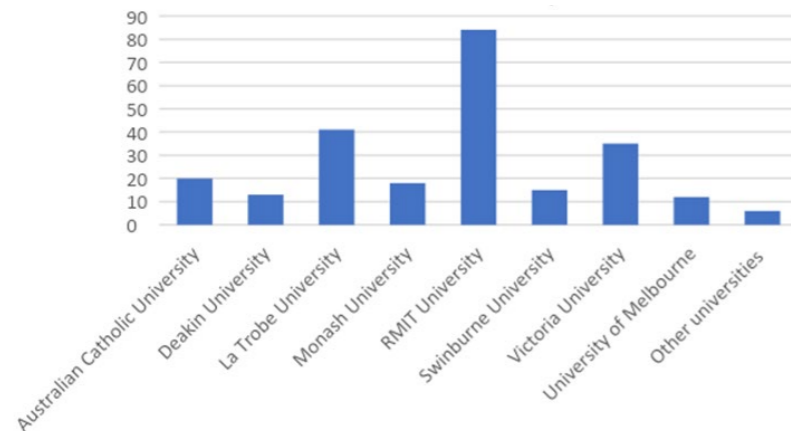
Student Destination	Numbers	
University	244	54%
TAFE (VET)	100	22%
Apprenticeship/Pre-Apprenticeship	52	11%
Working Full Time	18	4%
Exited prior to completing Year 12	18	4%
Other/ Gap Year	15	3%
Total	447 Students	

Class of 2023 Student Destinations



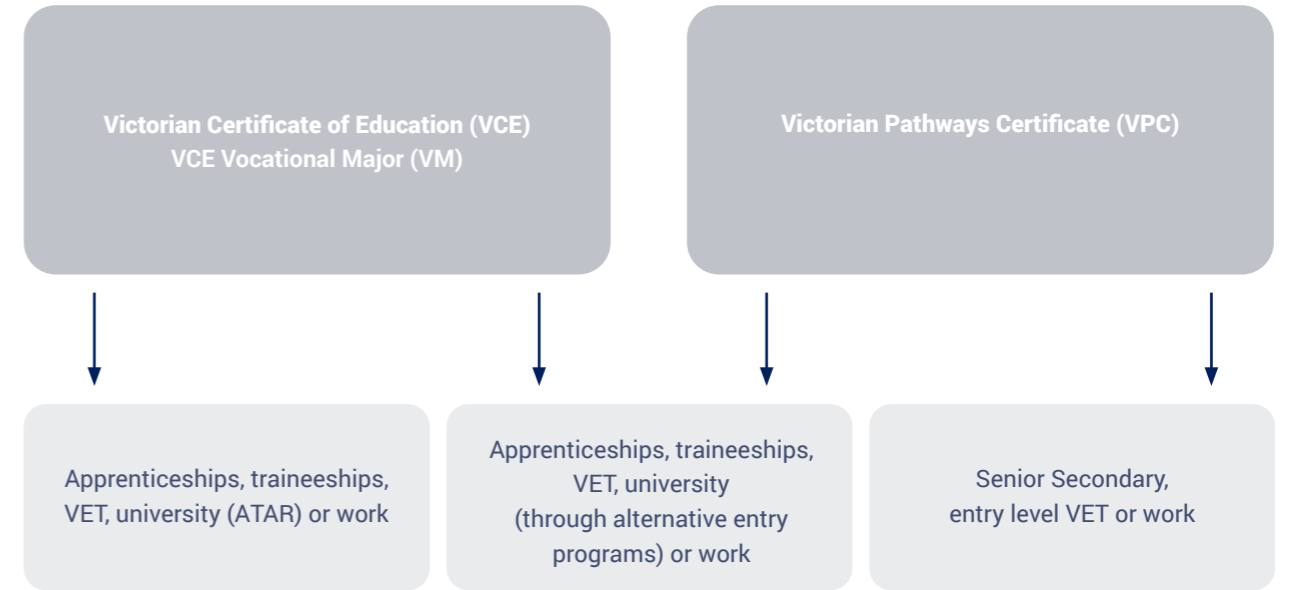
- University
- TAFE
- Apprenticeship/Pre-Apprenticeship
- Working Full Time
- Exited prior to completing Year 12
- Other/Gap Year

Class of 2023 University Offers



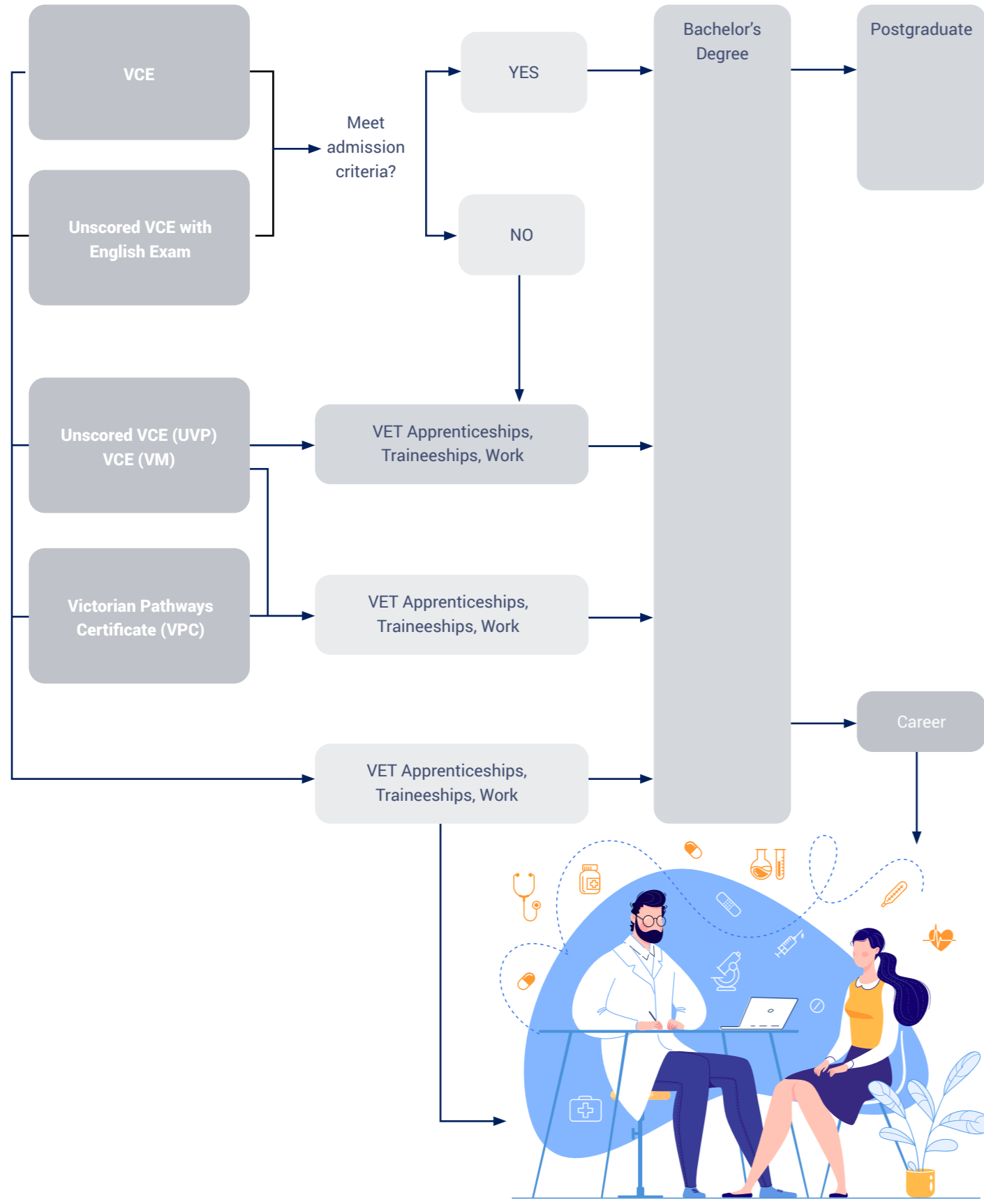
PATHWAY PLANNING CRC DESTINATION CHART

*Every Student
Every Pathway*



PATHWAY PLANNING PATHWAY PLANNING POSTER

School Leaver



WHOLE SCHOOL INFORMATION SCHOOL PROGRAMS

Year 10 Study Options

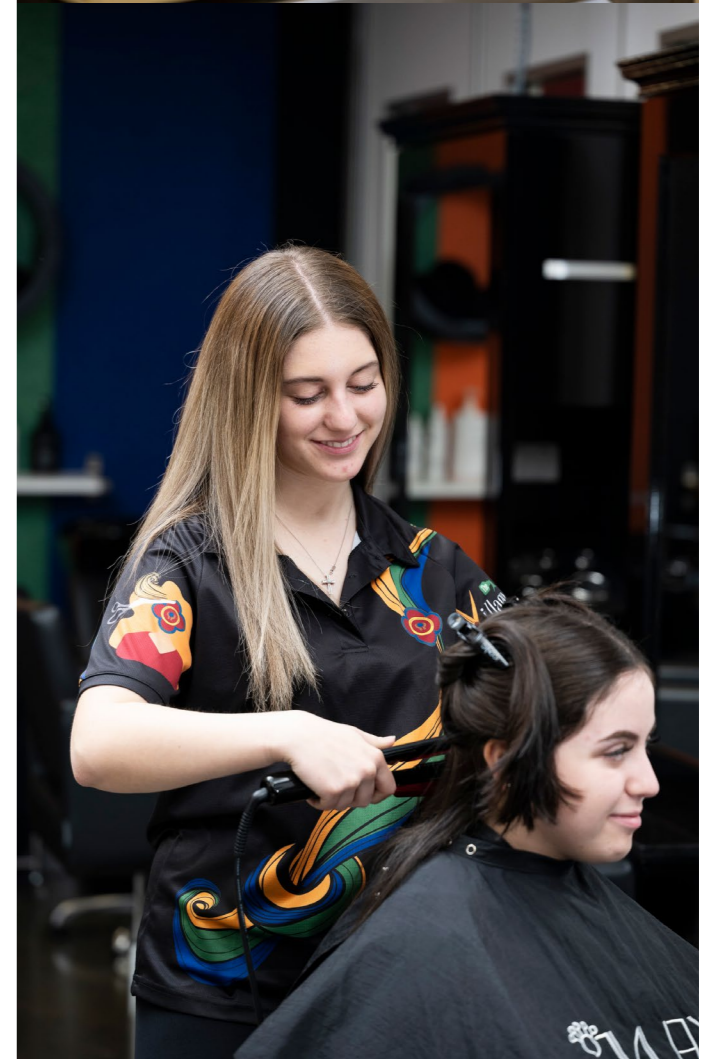
Students can apply to complete a VCE Unit 1-2 sequence in Year 10 at their 7 - 10 campus and complete a VCE Unit 3-4 sequence in Year 11. This will enable them to commence Year 12 with a VCE Unit 3-4 sequence already completed.

Year 10 VET Options

Year 10 students can apply to complete a VET course at CRC Sydenham. This allows a student to complete their VET certificate by the end of year 11. The following subjects are available. Year 7 - 10 campus coordinators will provide CRC Sydenham with a list of students suitable for these courses.

Internal VET options

- Cert II Salon Assistant
- Cert II Furnishing (Picture Framing)
- Cert II Signage and Graphics
- Cert II Baking
- Cert II Horticulture
- Cert II Retail Cosmetics
- Cert II Hospitality
- Cert II Cookery
- Cert II Furniture Making Pathways
- Cert III Information Digital Media & technology
- Cert II & III Dance
- Cert III Screen & Media
- Cert III Music (Performance)
- Cert II Music (Sound Production)
- Cert III Laboratory Skills
- Cert III Community Services
- Cert III Sport, Aquatics and Recreation
- Cert II in Workplace Skills
- Cert III in Business



WHOLE SCHOOL INFORMATION STUDENTS WITH ADDITIONAL NEEDS (SWANS)



Learning support

Who are students with additional needs?

Any student who has a diagnosed disability, mental health condition or learning difficulty. Support is also offered to students who require support but do not have a diagnosis.

Students with learning needs can receive support from Learning Support Officers (LSO's) during some of their VCE or VCAL studies.

The Learning Leader (Students with Additional Needs) is responsible for coordinating learning support for students.

The team of LSOs work in VCE, VCAL and VET classes to help students.

Special Provisions

These are the ways that students can be provided with arrangements to support them complete SACs and examinations.

Special Provisions depend on the student's diagnosis and can include rest breaks, extra writing time, use of a laptop to type responses or a separate room.

Year 11 students complete the application for Special Provisions within CRC Sydenham.

Year 12 students must apply to VCAA for Special Provisions for assessments. Medical reports are required to support the application.

WHOLE SCHOOL INFORMATION HOMEWORK AND STUDY GUIDE

Homework and study are essential in order for students to complete their studies to the best of their ability and achieve their academic goals. Homework is often assigned by the classroom teacher and is used to supplement the learning component of each subject, while study aims to increase student understanding and retention of knowledge, by encouraging ongoing, independent learning in order to excel in assessment.

Homework

Homework tends to be task-oriented, teacher-directed and has set completion dates that students must meet. The types of homework set by teachers may include:

- Practical exercises** - providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
- Preparatory homework** - providing opportunities for students to gain background information so they are better prepared for future lessons.
- Extension assignments** - encouraging students to pursue knowledge individually and imaginatively.

Study

Study tends to be student-centered, self-initiated and should be ongoing in nature. Study can take the following forms:

- Re-reading class notes
- Practising vocabulary
- Revision of work completed earlier
- Wider reading
- Re-organising folders and notes
- Re-reading texts and novels
- Summarising notes and further reading

Each student has their own unique strengths and weaknesses and so time spent on homework and study may vary between individuals. Time needs to be used efficiently and recommended times are based on students being able to produce work that allows them to have the opportunity to achieve their academic goals. Homework tasks should be completed first, with remaining time used to study each subject area.

The expected time for homework and study per night is:

- Year 11: 2 - 3 hours per night
- Year 12: 3 - 4 hours per night

Each subject teacher should set homework tasks via the SEQTA learning platform (at least one task per fortnight). The 'Homework' tab can be found alongside the Lesson Plan section on SEQTA. These tasks should be recorded by teachers as a, 'homework task,' and marked as, 'satisfactory,' or, 'unsatisfactory'.

Academic Support Sessions

Rationale:

An **Academic Support Session** can be issued by a subject teacher as a result of the unsatisfactory submission of any coursework requirement. This may include the non-completion of a homework task or sustained non-completion of learning tasks in class. This provides students with structured time for work to be completed in a timely manner whilst ensuring there is no disruption to class time. Subject teachers should apply a **restorative practice** approach during discussions with their students, allowing students an opportunity to reflect on the impact of their study habits and to consider strategies to improve their academic performance in future. **Academic Support Sessions** also assist students to catch up due to attendance issues.

Objectives:

- Set homework and study is intended to:
- Develop the ability to think and work independently
- Aid recall and retention of ideas
- Develop disciplined, responsible and effective study habits to do well in further education
- Develop the ability to plan and organise effectively.

Students who demonstrate that they have not yet established the routines required to complete learning tasks independently may be required to attend one or more Academic Study Sessions to assist them in achieving this goal. The subject teacher should provide feedback during the study session to assist with this.

Procedure:

1. Subject teacher checks student progress on class work or completion of homework and decides that the student is not up-to-date with learning requirements in the subject.
2. Subject teacher issues "Academic Detention Notification" Pastoral Note on SEQTA
3. The Academic Detention should be set for Monday to Friday for an hour immediately after school.
4. Study Sessions can be scheduled to occur in Study Hall. Study Hall supervisors will supervise students whilst they complete work independently until the conclusion of the session.
5. Work completed by the student is submitted to the teacher via SEQTA Direct Message.
6. The subject teacher should provide the student with feedback about the completed work in person and/or on SEQTA.
7. If the student does not attend as scheduled, the subject teacher reschedules the session and issues an '**N Warning Letter**' if applicable. If a student fails to attend more than once, they should be issued with a **Behavioural Detention**.

WHOLE SCHOOL INFORMATION DIGITAL LEARNING AT CATHOLIC REGIONAL COLLEGE SYDENHAM

Digital technology is integrated into all aspects of learning at CRC Sydenham, stemming from our belief in the importance for every learner to develop 21st century skills. We promote the innovative use of a range of digital tools and expect that all use of technology should “reflect a Christ-centered respect for the dignity of each individual”. Our primary Learning Management System is SEQTA. Teachers use SEQTA to share resources, record student data including attendance, track homework, track learning outcome achievement and monitor behaviour. Students are able to login to SEQTA LEARN to access their timetable, calendar, assessment feedback and view information and resources that your teachers have uploaded. SEQTA connects to the SEQTA ENGAGE. This allows parents/guardians to view attendance, academic performance, homework, school notices and the school calendar. At CRC Sydenham, Staff continuously strive to improve their capacity to use digital technology, in order to create a stimulating and constructive learning experience for every student.

MON 23 MAY	TUE 24 MAY	WED 25 MAY	THU 26 MAY	FRI 27 MAY
	HOME GROUP DUNLOP 2 FOOD STUDIES UNIT 3 1FTY34#4A 09:20-10:30 (Period 1) Mrs R Micallef		HOME GROUP DUNLOP 2 HEALTH & HUMAN DEVELOPMENT 1HHID34#4B 09:20-10:30 (Period 1) Mr A Zourbanov	HOME GROUP DUNLOP 2 1PSH34 1PSH34#4I 09:20-10:30 (Period 1) Mrs R Guech
HOME GROUP DUNLOP 2 PSYCHOLOGY UNIT 3 1PSY34#4B 11:00-12:15 (Period 2) Miss L Febricio	BUSINESS MANAGEMENT UNIT 1BMA34#4D 11:00-12:15 (Period 2) Ms C Ramoro	ENGLISH LANGUAGE UNIT 3 1ELA34#4A 11:00-12:15 (Period 2) Miss I Tonga	PSYCHOLOGY UNIT 3 1PSY34#4B 11:00-12:15 (Period 2) Miss L Febricio	ENGLISH LANGUAGE UNIT 3 1ELA34#4A 11:00-12:15 (Period 2) Miss I Tonga
HEALTH & HUMAN DEVELOPMENT 1HHID34#4B 12:15-13:30 (Period 3) Mr A Zourbanov	ENGLISH LANGUAGE UNIT 3 1ELA34#4A 12:15-13:30 (Period 3) Miss I Tonga	RELIGION AND ART (NON VCE) 1REA34#4F 12:15-13:30 (Period 3) Ms R Vandenberg	BUSINESS MANAGEMENT UNIT 1BMA34#4D 12:15-13:30 (Period 3) Ms C Ramoro	FOOD STUDIES UNIT 3 1FTY34#4A 12:15-13:30 (Period 3) Mrs R Micallef
1PSH34 1PSH34#4I 14:10-15:25 (Period 4) Mrs R Guech	HEALTH & HUMAN DEVELOPMENT 1HHID34#4B 14:10-15:25 (Period 4) Mr A Zourbanov	PSYCHOLOGY UNIT 3 1PSY34#4B 14:10-15:25 (Period 4) Miss L Febricio	FOOD STUDIES UNIT 3 1FTY34#4A 14:10-15:25 (Period 4) Mrs R Micallef	BUSINESS MANAGEMENT UNIT 1BMA34#4D 14:10-15:25 (Period 4) Ms C Ramoro

Topic	Understanding not demonstrated	Basic understanding demonstrated	Good understanding demonstrated	Excellent understanding demonstrated
Division of the Nervous System				
Conscious/Unconscious Response				
The Neuron				
Neurotransmitters				
Parkinson's Disease				
Sources of Stress				

2025 VCE SUBJECT LEVIES

All Levies are to be paid to Catholic Regional College Sydenham. Subject Levy include Course Materials, Excursions, Uniform, Camps and Equipments.

SUBJECT	Unit 1 & 2		Unit 3 & 4
	ONE SEMESTER ONLY	WHOLE YEAR	WHOLE YEAR
Applied Religious Education	0	100	100
Art Creative Practice	30	50	70
Art Making & Exhibiting	30	50	70
Biology	30	75	100
Chemistry	30	75	100
Drama	50	50	50
Environmental Science	30	75	100
Food Studies	120	190	200
Music Performance	30	30	30
Outdoor & Environmental Studies	75	150	150
Psychology	0	20	40
Studio Arts	30	50	70
Systems Engineering	160	210	160
Visual Communication & Design	50	60	60
Sports Academy		250	250

2025 VET EXTERNAL SUBJECT LEVIES

External Certificate II in Course	Deposit
Certificate III in Acting (Screen)	1,500
Certificate III in Allied Health Assistance (partial completion)	1,000
Certificate II in Animal Care	1,500
Certificate II in Apparel, Fashion and Textiles	1,500
Certificate II in Automotive Vocational Preparation	1,500
Certificate II in Building & Construction (partial completion)	1,500
Certificate II in Electrotechnology Studies	1,500
Certificate III in Beauty	1,500
Certificate II in Plumbing	1,500

2025 VET SUBJECT LEVIES

Internal Certificate II in Courses 2025

All Levies are to be paid to Catholic Regional College Sydenham.

INTERNAL Certificate II in COURSE	LEVY	Breakdown of costs (what this is for and has this been 100% used, any for excursion or guest teachers, practical materials for units now removed from teaching)
Certificate II in Salon Assistant - Year 1	200	Uniform and material costs
Certificate II in Salon Assistant - Year 2	200	Uniform and material costs
Certificate III in Retail cosmetics - Year 1	350	Uniform and material costs
Certificate III in Retail cosmetics - Year 2	200	Material costs
Certificate III in Community Services - Year 1	100	excursion
Certificate III in Community Services - Year 2	100	excursion
Certificate III Screen Media - Year 1	30	Folio and SD card
Certificate III Screen Media - Year 2	30	Folio and SD card
Certificate II in Dance - Year 1	150	Choreography, performance excursions and bus
Certificate III (partial completion) in Dance - Year 2	150	Choreography, performance excursions and bus
Certificate III Baking - Year 1	120	Uniform, resources, William Anglis Fees (partial), ingredients and packaging of student work
Certificate III Baking - Year 2	120	Resources, William Anglis Fees (partial), ingredients and packaging of student work
Certificate II in Furniture Making Pathways - Year 1	400	Materials required for students use in specialised program
Certificate II in Furniture Making Pathways - Year 2	350	Materials required for students use in specialised program
Certificate II in Horticulture - Year 1	100	Plant propagation materials, soil mixes, mulches, plant stock, tool and equipment inventory, upkeep, maintenance materials and PPE materials
Certificate II in Horticulture - Year 2	100	Plant propagation materials, soil mixes, mulches, plant stock, tool and equipment inventory, upkeep, maintenance materials and PPE materials
Certificate II in Hospitality & Cookery - Year 1	220	2 x Uniforms & food cost for practice practicals/ food
Certificate II in Hospitality - Year 2	150	Food cost for practice practicals/ food & excursion
Certificate II in Cookery Year 1 - Manna	150	Uniform and excursions
Certificate II in Cookery Year 2	150	Excursion
Certificate III in Laboratory Skills - Year 1	100	Needs to be increased to cover costs of laboratory coat, materials and excursions. Recommendation to increase to \$100 per year
Certificate III in Laboratory Skills - Year 2	50	Needs to be increased to cover costs of laboratory coat, materials and excursions. Recommendation to increase to \$100 per year
Certificate III in Music (Performance) - Year 1	30	Top Class excursion
Certificate III in Music (Performance) - Year 2	30	Top Class excursion
Certificate II in Music (Sound Production) - Year 1	100	Uniform, Reaper licence (on students computer)
Certificate II in Music (Sound Production) - Year 2	100	Uniform, Reaper licence (on students computer)
Certificate II in Furnishing (Picture Framing) - Year 1	80	Material Costs
Certificate II in Furnishing (picture framing) - Year 2	80	Material Costs
Certificate II in Signage & Graphics - Year 1	80	Material Costs
Certificate II in Signage & Graphics - Year 2	80	Material Costs
Certificate III in Sport, Aquatics and Recreation - Year 1	100	Excursions
Certificate III in Sport, Aquatics and Recreation - Year 2	150	first aid course, excursions

WHERE TO GET ADDITIONAL INFORMATION ABOUT SUBJECTS

AUGUST

20

Subject Selection Interview at CRC Sydenham
(Year 11 and 12, Wednesday 20 August)



Email the Learning Area Convener
(top of each page)



Social Conversation



Twilight Evening

Subject Information Videos
(page 116-118)



RELIGIOUS EDUCATION VCE RELIGION & SOCIETY (UNIT 1-4)

Learning Area Convenor
Allan Hessey
ahessey@crccs.vic.edu.au



Unit 2: Religion and Ethics

Area of Study 1 - Ethical Decision Making and Moral Judgment

Area of Study 2 - Religion and Ethics

Area of Study 3 - Ethical Issues in Society

Internal Report Includes:

Overall Achievement S or N

Summative Assessment Tasks

- Short Answer Tests
- Written Reports

Examinations

- A 90 minute end of semester examination.

Unit 3-4 Religion and Society

Length of Course: Full Year

Prerequisites:

Scored Assessment

- Demonstrated ability to reach the College requirements in Unit 1-2 Religion and Society.
- Students who have not completed Unit 1-2 Religion and Society will be required to apply to the LAC for acceptance into Unit 3-4 Religion and Society

Subject Description

Unit 3: The Search for Meaning

Area of Study 1: Responding to the Search for Meaning

Area of Study 2: Expressing Meaning

Area of Study 3: Significant Life Experiences, Religious Beliefs and Faith

Unit 4: Religion, Challenge and Change

Area of Study 1: Challenge and Response

Area of Study 2: Interaction of Religion and Society

Assessment

Unscored Assessment: S or N

Scored Assessment:

School Assessment (50%)

- Structured Questions
- Visual Analyses
- Case Studies
- Extended Response
- Essay

External Assessment

- 2 Hour Examination (50%)

Subject rationale:

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally. In Units 1 and 2, this study involves the exploration of various religious traditions while in Units 3 and 4, the focus of study narrows to only the Roman Catholic Tradition of Christianity.

Occupations

Diplomat/Politician, Public Policy Advisor, Teacher, Bioethics/Healthcare ethics, Consultant, Social Worker, Counsellor

Unit 1-2 Religion and Society

Length of Course:

Full Year Course (Unit 1 and 2)

(3 lessons per week):

Semester 1: Unit 1

Semester 2: Unit 2

Single Unit Course (Unit 1 only)

(3 lessons per week):

Semester 1: Unit 1 or

Semester 2: Unit 1

Prerequisites: None

Subject Description

Unit 1: The Role of Religion in Society

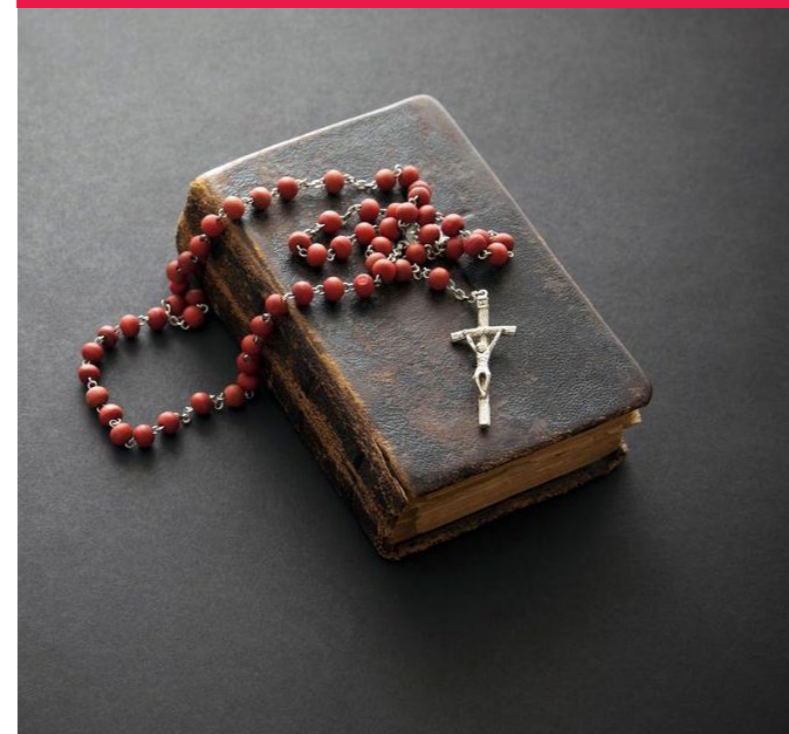
Area of Study 1 - The Nature and Purpose of Religion

Area of Study 2 - Religion Through the Ages

Area of Study 3 - Religion in Australia

RELIGIOUS EDUCATION TEXTS AND TRADITIONS (UNIT 1-4)

Learning Area Convenor
Allan Hessey
ahessey@crccs.vic.edu.au



Area of Study 3: Sacred Texts and Later Traditions

Unit 2: Texts in Society

Area of Study 1 - Sacred Texts in the Past

Area of Study 2 - Sacred Texts Today

Area of Study 3 - Comparing Religious Traditions

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

- Short Answer Tests
- Exegetical Responses
- Written Reports

Examinations

- A 90 minute end of semester examination.

Unit 3-4 Texts and Traditions

Length of Course: Full Year

Prerequisites:

Scored Assessment:

- Demonstrated ability to reach the College requirements in Unit 1-2 Texts and Traditions.
- Students who have not completed Unit 1-2 Texts and Traditions will be required to apply to the LAC for acceptance into Unit 3-4 Texts and Traditions

Subject Description

Unit 3: Texts and the Early Tradition

Area of Study 1: The Background of the Tradition

Area of Study 2: Audience, Purposes and Literary Aspects of the Set Texts

Area of Study 3: Interpreting Texts

Unit 4: Texts and their Teachings

Area of Study 1: Interpreting Texts

Area of Study 2: Religious Themes and their Teaching Purpose

Area of Study 3: Themes in the Later Tradition and the Later Use of Scripture

Assessment:

Unscored Assessment: S or N

Scored Assessment:

- School Assessment (50%)
- Short Answer and Extended Response Tests
- Reports
- Exegetical Responses

External Assessment

- 2 Hour Examination (50%)

Subject rationale:

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. At CRC Sydenham, sacred texts for study are selected from the Catholic Bible. In an attempt to understand the intended meaning of biblical texts, students examine the original contexts of sacred texts and examines their literary characteristics. Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis. In Units 1 and 2, students examine various biblical books while in Units 3 and 4, students focus only on the Gospel According to Luke.

Occupations

Diplomat/Politician, Public Policy Advisor, Teacher, Consultant, Social Worker, Counsellor

Unit 1-2 Texts and Traditions

Length of Course :

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites: Strong literacy skills as demonstrated in Year 10 English Studies

Subject Description

Unit 1: Texts in Traditions

Area of study 1: The Importance of Sacred Texts to the Tradition

Area of Study 2: The Exegesis of Texts

RELIGIOUS EDUCATION VET APPLIED RELIGIOUS EDUCATION

Learning Area Convenor
Allan Hessey
ahessey@crccs.vic.edu.au



Subject rationale:

Applied RE is a VET delivered Religious Education program. Religious Education is delivered through the Scouting program by exploring the Internal Compass framework.

Spiritual development occurs in scouting through:

- Exploring a connection with nature and the world around us
- Searching for meaning in life's experiences
- Learning about different religions and non-religious belief systems
- Learning about and respecting others' spiritual beliefs
- Participating in scouts' owns, reflections or other activities

This allows young people to develop, question and refine their spirituality.

In addition to the religious component, students complete two VET certificates:

- Certificate II Workplace Skills and
- Certificate II Outdoor Recreation and
- Provide First Aid

Additional outcomes include the Queen Scout Award. The highest award in Scouting and highly recognized in the community.

Please be aware this subject includes compulsory overnight camps and hikes.

Auspecting RTO: This course is in partnership with SAIT RTO provider number 5443

<https://scouts.com.au/wp-content/uploads/2022/03/Venturers-Qualifications-and-School-V1.1.pdf>

Occupations:

Teacher, Outdoor Education/ Recreation Leader, Land and natural resource management, Policy planning, Nature tourism operator, Park Ranger, Administration Assistant, Office Assistant.

Length of Course: 2 Years

Number of Units of Competency per year level:

Year 1: Cert II Workplace Skills 10 units and Cert II Outdoor Recreation 5 units

Year 2: Cert II Outdoor Recreation 7 units

Year 1 VET Applied RE

Prerequisites: Sense of adventure, open mind and willingness to try new outdoor activities.

Units of Competency Year 1 Outdoor Recreation

SISOBWG001- Bushwalk in tracked environments
SISOFLD006 - Navigate in tracked environments
SISXFAC001- Maintain equipment for activities
SISXCAI001- Provide equipment for activities
HLTAID011- Provide first aid

RELIGIOUS EDUCATION VET APPLIED RELIGIOUS EDUCATION

Learning Area Convenor
Allan Hessey
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Units of Competency Workplace skills

BSBMM211 - Apply communication skills
BSBOPS201- Work effectively in business environments
BSBPEF202 - Plan and apply time management
BSBSUS211- Participate in sustainable work practices
BSBWHS211- Contribute to the health and safety of self and others
BSBCRT201- Develop and apply thinking and problem solving skills
BSBTWK201- Work effectively with others
BSBTEC202 - Use digital technologies to communicate in a work environment
BSBPEF101 - Plan and prepare for work readiness
BSBPEF302 - Develop self-awareness

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

- Structured questions (short answer/extended response questions)
- Reflective journal or report that links theoretical understanding to practical experiences
- Participation in 'on the job' tasks while on camps
- Portfolio of evidence via Scouting Portal 'Terrain'

Examination

No Exam

Year 2 VET Applied RE

Semester 1 – 4 x UOCs

Semester 2 – 3 x UOCs

Prerequisites: Successful on completion of all UOCs in Year 1. Recommendation by Applied RE teacher.

Units of Competency Year 2 Outdoor Recreation

HLTWHS001- Participate in workplace health and safety
SISOFLD001- Assist in conducting recreation sessions
SISOFLD002 - Minimise environmental impact
SISXIND002 - Maintain sport, fitness and recreation industry knowledge
SISOCNE001 - Paddle a craft using fundamental skills
SISOCYT002 - Ride bicycles on roads and pathways, easy conditions

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

- Structured questions (short answer/extended response questions)
- Reflective journal or report that links theoretical understanding to practical experiences
- Participation in 'on the job' tasks while on camps
- Portfolio of evidence via Scouting Portal 'Terrain'

Examination

- No Exam

RELIGIOUS EDUCATION RELIGION AND ETHICS (UNIT 2 - YEAR 12 SINGLE UNIT)

Learning Area Convenor
Allan Hessey
ahessey@crccs.vic.edu.au



Subject rationale:

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making?

Continuing on from Religion and Society Unit 1 (single unit) in Year 11, this unit provides Year 12 students with the opportunity to broaden their understanding of world and current issues through engagement in discussions of ethics and processes of ethical-decision making. This will be of use to students as they encounter various issues in their lives after Graduation from CRC Sydenham and become positive contributors to their society.

Note: as Unit 2 of the Religion and Society course, this subject will contribute another unit towards a students' VCE (S or N only- it will not contribute a score)

Occupations

Diplomat/Politician, Public Policy Advisor, Teacher, Bioethics/Healthcare ethics, Consultant, Social Worker, Counsellor

Unit 2 Religion and Ethics

Length of Course :

Three terms
3x per fortnight contact time

Prerequisites: Satisfactory completion of Year 11 studies

Exclusion: A student cannot undertake this course if they have already completed Religion and Society Units 1 and 2 (ie. "full year Religion and Society") in Year 11.

Subject Description

Area of Study 1- Ethical Decision Making and Moral Judgement

Area of Study 2 - Religion and Ethics

Area of Study 3 - Ethical Issues in Society

Internal Report Includes

Overall Achievement S or N

Assessment Tasks

A folio of formative tasks per Area of Study, which may consist of:

- analytical exercises
- case studies
- debates
- essays
- extended responses
- multimedia presentations
- reports
- structured questions.

RELIGIOUS EDUCATION COMMUNITY SERVICE

Learning Area Convenor
Allan Hessey
ahessey@crccs.vic.edu.au



Subject rationale:

The aim of this subject is for students to obtain first-hand experience within wider society, offering their help and assistance as they live out the Gospel values and Catholic Social Teachings in their community. Students spend 1-2 hours per week volunteering their services at a recognised community service provider outside of school hours. They then meet with their subject teacher in class to discuss their ongoing journal entries which document their service and reflect on the religious and spiritual lessons to be derived from being of service to the more disadvantaged members of our community.

Occupations

Diplomat/Politician, Public Policy Advisor, Teacher, Bioethics/Healthcare ethics, Consultant, Social Worker, Counsellor

Length of Course:

Three Terms
1 lesson per week

Prerequisites: Entry into this subject must be negotiated in consultation with the Religious Education Learning Area Convenor.

Community Service Placement must meet these criteria:

- Be associated with official Catholic organisations such as St Vincent de Paul, CatholicCare, Jesuit Social Services etc OR
- Be associated with official community centers such as Brimbank Community and Civic Center
- Involve reaching out to the marginalised
- Be in line with the principles of Catholic Social Teachings

Students must fill out an RE Community Services Application Form which outlines the nature of their proposed placement in accordance with these criteria and must be approved by the RE LAC prior to subject selection.

There will be limited places available to students and preference will be given to those already involved in an approved community service activity.

Subject Description

Term 1: Jesus' Mission

Term 2: Catholic Social Teaching

Term 3: The Call of the Church in Today's World

Internal Report Includes:

Overall Achievement S or N

Assessment Tasks

- Reflective Journal Entries
- Participation in class activities

RELIGIOUS EDUCATION FAITH IN ACTION

Learning Area Convenor
Allan Hessey
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Subject rationale:

At the end of Year 12, students will be finding themselves in the real world: with the good and the bad that goes with it. Inspired by James 2: 14-26, "Faith without works is dead", RE Faith in Action aims to equip students to critically engage with the world around them and become positive contributors to their society, guided by Catholic values. Students in this subject are invited to explore a range of topics in the media and in turn become agents of change in the world. Students in this course are able to explore contemporary issues from both secular and Catholic perspectives. Students explore and reflect on questions such as what does it mean to live a good life? How should we relate to one another? What is justice and morality? How do I become an agent of change in the world? Students explore social justice issues and those characteristics which enable people to contribute to a better world.

Occupations

Diplomat/Politician, Public Policy Advisor, Teacher, Bioethics/Healthcare ethics, Consultant, Social Worker, Counsellor

Length of Course:

Three terms
1 lesson per week

Prerequisites: Satisfactory completion of Year 11 studies

Subject Description

Term 1: Foundations of Faith

Term 2: Morality and Justice

Term 3: Faith in Action

Internal Report Includes:

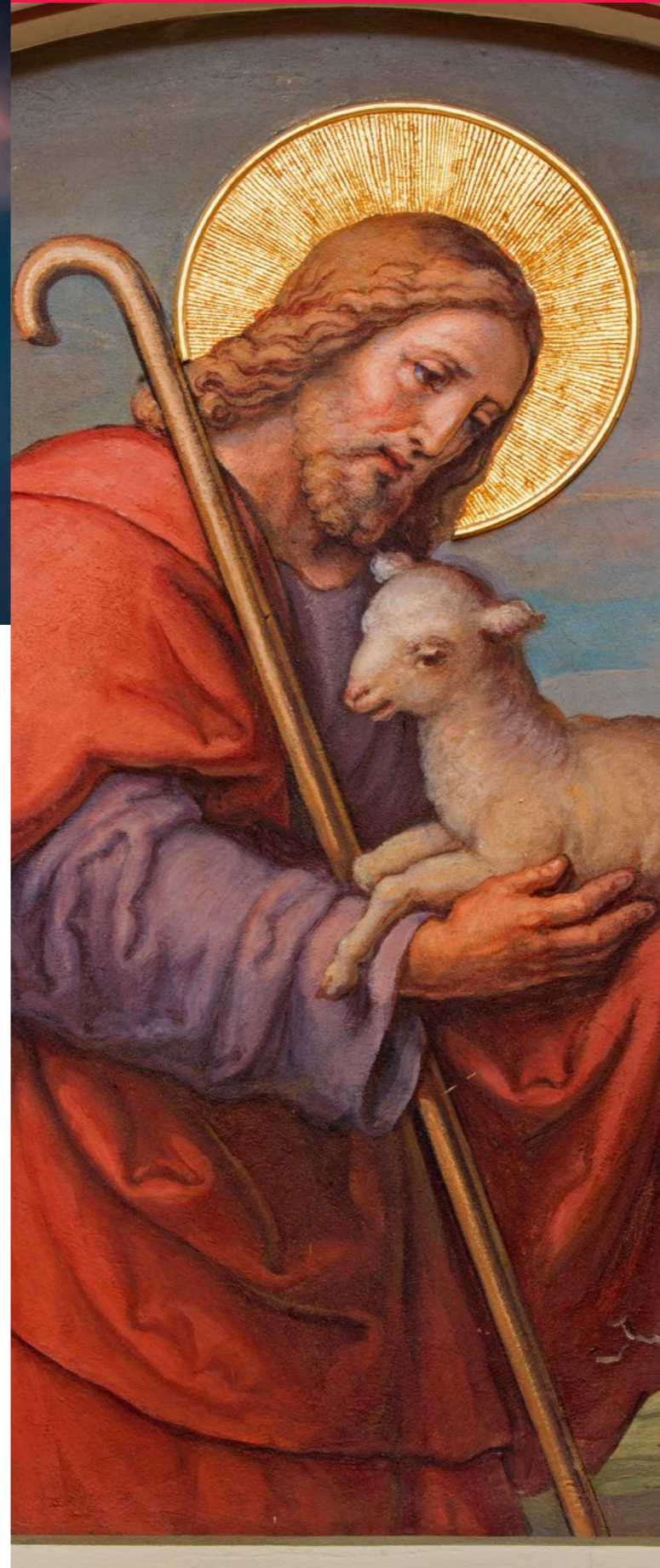
Overall Achievement S or N

Assessment Tasks

- Folio of tasks per term

YEAR 12 UNSCORED RELIGIOUS EDUCATION OPTIONS

Learning Area Convenor
Allan Hessey
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Students in Year 12 can opt to undertake an unscored RE option. These subjects are allocated one period per week and will integrate Religious Education into a subject area of interest to students.

In 2025 the RE Options will be:

- Religion and Art
- Religion and History
- Religion and Literature
- Religion and Personal Development
- Religion and Science
- Religion and Performing Arts (formerly Music & Choir)
- Faith in Action
- Community Service (approval required)

Assessment for these subjects is based on participation and engagement in class activities. These subjects are unscored and do not contribute to the VCE.

VISUAL AND PERFORMING ARTS

VCE ART CREATIVE PRACTICE (UNIT 1-4)

Learning Area Convenor
Helena Stratakos
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Subject rationale:

VCE Art Creative Practice (formerly Art) introduces the role of Art in contemporary and historical cultures and societies, both in Australia and globally. The course combines practical and theoretical work with a focus on students building an understanding of how artists, their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints.

In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students explore the meanings and messages contained within artworks and examine the effects of artworks upon viewers. Students communicate their own ideas by working as an artist to make artworks. In Art Creative Practice, students use their creativity to solve problems and experiment with visual language and expression. They develop skills in research, art history, and a diverse range of materials, techniques and art-making processes, in particular drawing and painting.

Occupations

Visual Artist, Art historian, Curator, Cultural Art Consultant, Art Therapist, Architect, Designer

Unit 1-2 Art

Length of Course:
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites:

Completion of Year 10 Art is not required, but will be helpful. An interest and basic skills in Art.

Subject Description

Unit 1: Interpreting artworks and exploring the creative practice

In Unit 1, students learn about the contexts of artworks and how to analyse and create artworks using a variety of structural elements and principles and personal ideas.

Area of Study 1: Students analyse and interpret the works of different artists.

Area of Study 2: Students use the creative practice to develop and make artworks informed by their personal ideas and interests.

Area of Study 3: Students document and evaluate their use of the creative process to create artworks.

Unit 2:

In Unit 2, students learn about the relationship between Art and culture, and interpret and create artworks drawing on cultural ideas and using creative and collaborative processes.

Area of Study 1: Students analyse and compare the practises of artists from different cultures and times.

Area of Study 2: Students use the creative process to explore cultural ideas or issues and produce at least one final artwork.

Area of Study 3: Students critically reflect on and evaluate their use of the creative practice to create a final artwork.

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

- Portfolio
- Test
- Written report

Examinations

- A 90 minute end of semester examination for both Unit 1 and 2.

Unit 3-4 Art

Length of Course: Full Year

Prerequisites: No prerequisites for Unit 1,2,3. However, successful completion of Year 11 Art is highly recommended.

Subject Description

Unit 3: Artworks, ideas and values

In Unit 3, students undertake project-based learning. They research, explore and present ideas about artists and artworks and then develop their own creative work, using the creative process.

Area of Study 1: Students develop personal ideas by examining one artwork and the practise of one artist, and produce at least one artwork using the creative practice.

Area of Study 2: Students explore an area of personal interest using the creative practice.

Unit 4: Artworks, ideas and viewpoints

In Unit 4, students continue with project-based learning. They evaluate and critique artworks, and work towards the creation of a resolved and refined body of work.

Area of Study 1: Students document their use of the creative practice and present a critique to inform the refinement and resolution of a body of work.

Area of Study 2: Students use the creative process to resolve and present a body of work.

Area of Study: Students compare the practices of historical and contemporary artists and the use of the interpretive lenses to analyse and interpret the meanings and messages of artworks.

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessed Tasks

- Practical portfolio and finished artworks (60%)

School Assessed Coursework

- Written study of artists and artworks (10%)

External Assessment

- End-of-year Examination (30%)

VISUAL AND PERFORMING ARTS

VCE VET CREATIVE AND DIGITAL MEDIA

Learning Area Convenor
Helena Stratakos
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Subject rationale:

The course is intended to help you explore and develop a set of core skills used in the digital games and animation industry. The course will focus on the development of artistic and technical skills to create a video game using industry standard software.

Occupations:

Animator, Games Designer/Developer, Games Artist, Software Designer, Audio Engineer, Game Play Tester, Professional Gamer and others.

Year 1

Length of Course:
Semester 1 - Unit 2
Full Year

Prerequisites: Successful completion of Year 10 Visual arts and/or Media

Subject Description

Unit 1: Industry Knowledge and Web Development

This subject is designed for you to gain an understanding of creative industries such as game development and VFX and what is involved to be a professional working in the industry. At the same time, you will be learning how to develop a professional website with HTML and CSS.

Unit 2: Work Health and Safety

Throughout this subject you will learn how to work safely within a creative studio and identify potential risks to your health and the health of your colleagues. You will be involved with creating a safe environment and taking actions for reducing hazards, reporting and responding to emergencies.

Unit 3: Design a 3D Diorama

This subject is designed to teach you creative thinking techniques to develop solutions to existing problems. You will develop core skills of how to respond to a brief and develop ideas through the pre-visualisation process. You will learn how to look in new places to find answers and understand perceived or actual barriers to development. Once you finesse your ideas into a solution, you will then agree on a production schedule incorporating key tasks.

Unit 4: Create a 3D Diorama

In this subject, you will be introduced to the 3D art pipeline for games. You will create a 3D greybox prototype of your 3D scene and then learn the tools to create 3D models and texture to populate and finish your diorama. Finally, you will learn how to present in either: a real-time lighting diorama, apply interactive mechanics (small game), or render out the scene as a short film/animation clip.

Overall Achievement Competent or Not yet competent

Summative Assessment Tasks

- Assessed work at end of units

Year 2

Length of Course:
Full Year

Prerequisites: Successful completion or Year 1

Subject Description

Unit 1: Character Design

In this subject you will be learning a design process that will enable you to design a character from the ground up. You will be learning the elements and principles of design, colour theory and many other topics.

Unit 2: 2D Animation

In this subject you will be creating a 30 second animation using Adobe Animate as well as learning the process of how to make it. You will need to write a short synopsis, gather references and draw storyboard.

Unit 3: Web Portfolio

In this subject, you will create a web portfolio to better promote yourself. You will learn how to communicate your ideas through online media and explore writing techniques and styles to communicate effectively to your target audience. You will also be revising and applying web development skills using HTML and CSS.

Overall Achievement Competent or Not yet competent

Summative Assessment Tasks

- Assessed work at end of units

VISUAL AND PERFORMING ARTS

VCE MEDIA

Learning Area Convenor
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VISUAL AND PERFORMING ARTS

VCE MEDIA

Learning Area Convenor
Helena Stratakos
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Subject rationale:

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE 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 role of the media 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.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Occupations:

Students who study Media develop a range of skills that will assist them in a variety of pathways. The subject is particularly relevant to occupations such as filmmaking, acting, directing, camera operation, editing & journalism.

Year 1-2 Media

Length of Course:

Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites: Prior experience in Media is not required, but will be helpful. An interest in film and filmmaking is encouraged.

Subject Description

Students explore a range of media products and their contexts. They devise analysis from various media forms and study the work.

Unit 1: Media forms, representations and Australian stories

Area of study 1: Media representations
Area of Study 2: Media forms in production
Area of Study 3: Australian stories

Unit 2: Narrative across media forms

Area of Study 1: Narrative, style and genre
Area of Study 2: Narratives in production
Area of Study 3: Media and change

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

- Essay
- Analysis of media products
- Photography and camera operation

Examinations

- A 90 minute end of semester examination for both Unit 1 and 2.

Unit 3-4 Media

Length of Course: Full Year

Prerequisites: Successful completion of Year 11 Media is highly recommended.

Subject Description

Students work on a major project throughout the year in their chosen form (e.g. film, podcast, magazine). They will also study media products and learn to analyse the techniques used to portray meaning.

Unit 3: Media narratives, contexts and pre-production

Area of Study 1: Narratives and their contexts
Area of Study 2: Research, development and experimentation
Area of Study 3: Pre-production planning

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

Area of Study 1: Media production
Area of Study 2: Agency and control in the media

Unscored Assessment: S or N

Scored Assessment

- Video essay/ multimedia presentation
- Written report/ essay
- Major media folio

School Assessed Coursework 60%

External Assessment

- Final Exam (40%)

VISUAL AND PERFORMING ARTS VCE DRAMA

Learning Area Convenor
Helena Stratakos
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Subject rationale:

The study of VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use a range of creative processes to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control. They engage in written analysis and evaluation of their own works, as well as those of professional practitioners.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Occupations

Students who study Drama develop a range of skills that will assist them in a variety of pathways. The subject is particularly relevant to occupations such as theatre making, acting, directing, set design, stage management & drama reviews.

Unit 1-2 Drama

Length of Course :
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites:

Prior experience in Theatre or Drama is not required, but will be helpful. An interest in Theatre.

Subject Description

Students explore a range of performance styles and their contexts. They devise performance from various stimuli and record and evaluate their work. They analyse professional performance.

Unit 1: Introducing performance styles and contemporary drama practices

Area of study 1: Creating a devised performance
Area of Study 2: Presenting a devised performance
Area of Study 3: Analysing a devised performance
Area of Study 4: Analysing and evaluating a professional drama performance

Unit 2: Contemporary drama practices and Australian identity

Area of Study 1: Using Australia as inspiration
Area of Study 2: Presenting a devised performance
Area of Study 3: Analysing and evaluating a devised performance
Area of Study 4: Analysing and evaluating an Australian drama performance

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

- Performances
- Analysis of drama performances
- Devising and performance Journal

Examinations

- A 90 minute end of semester examination for both Unit 1 and 2.

Unit 3-4 Drama

Length of Course: Full Year

Prerequisites: Successful completion of Year 11 Drama is highly recommended.

Subject Description

Students collaboratively and individually devise and perform based on prescribed structures. They analyse and evaluate their processes. They analyse and evaluate a professional drama performance.

Unit 3: Devised ensemble performance

Area of Study 1: Devising and presenting ensemble performance
Area of Study 2: Analysing and evaluating a devised ensemble performance
Area of Study 3: Analysing and evaluating a professional drama performance

Unit 4: Devised solo performance

Area of Study 1: Demonstrating techniques of solo performance making
Area of Study 2: Devising a solo performance
Area of Study 3: Analysing and evaluating a devised solo performance

Assessment

Unscored Assessment: S or N

Scored Assessment

- Performances
- Analysis and evaluation of their own and professional drama performance
- Devising and performance Journal

Scored Assessment:

- School Assessed Coursework 40 (%)

External Assessment

- Solo Performance Examination (35%)
- 1.5 hour Written Examination (25%)

VISUAL AND PERFORMING ARTS VCE ART MAKING & EXHIBITING (UNIT 1-4)

Learning Area Convenor
Helena Stratakos
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Subject rationale:

VCE Art Making and Exhibiting (Formerly Studio Arts) provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts through practical and theoretical tasks. The practical tasks involve the mediums of ceramics, printmaking and photo imagery.

By engaging with artworks in a variety of exhibition spaces, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms, that art may take. Students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

Occupations

Visual Artist, Muralist, Courtroom Sketch Artist, Illustrator, Curator, Arts Administration, Gallery Assistant, Arts Writer or Blogger, Art Consultant.

Unit 1-2 Art Making and Exhibiting

Length of Course:

Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Subject Description

Unit 1: Explore, Expand and Investigate

Area of Study 1: Explore: Materials, Techniques and Art forms - Visual Arts Journal

Area of Study 2: Expand: Make, Present and Reflect- Finished Artworks

Area of Study 3: Investigate: Research and Present- Information for an Exhibition

Unit 2: Understand, Develop and Resolve

Area of Study 1: Understand: Ideas, Artworks and Exhibition - Thematic Exhibition

Area of Study 2: Develop: Theme, Aesthetic Qualities and Style- Experimental Artworks and Documentation

Area of Study 3: Resolve: Ideas, Subject Matter and Style - Finished Artworks

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks (%)

- 100% School Assessed Coursework
- Creation of artworks
- Journal
- Written Reports
- Structured Unseen Written Responses

Examinations (%)

A 90-minute end of semester examination.

Unit 3-4: Art Making and Exhibiting

Length of Course: Full Year

Prerequisites: No prerequisites for Unit 1,2,3. However, successful completion of Year 11 Art is highly recommended.

Scored Assessment - An average of at least 55% in summative assessment tasks in Unit 1-2

Unscored Assessment: Satisfactory Completion of Year 11 studies.

Subject Description

Unit 3: Collect, Extend and Connect

Area of Study 1: Collect: Inspirations, Influences and Images
Students research and collate documentation in a Visual Arts journal

Area of Study 2: Extend: Make, Critique and Reflect
Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

Area of Study 3: Connect: Curate, Design and Propose-
Research and plan an exhibition of the artworks of three artists.

Unit 4: Consolidate, Present and Conserve

Area of Study 1: Consolidate: Refine and Resolve -Refine and resolve at least one finished artwork.

Area of Study 2: Present: Plan and Critique- Plan and display at least one finished artwork in a specific art form and present a critique.

Area of Study 3: Conserve: Present and Care - Students present a case study, with written and visual material

Assessment

Unscored Assessment: S or N

Scored Assessment:

- Units 3 and 4 School-Assessed Coursework: 60%
- Units 3 and 4 School-Assessed Coursework: 10%

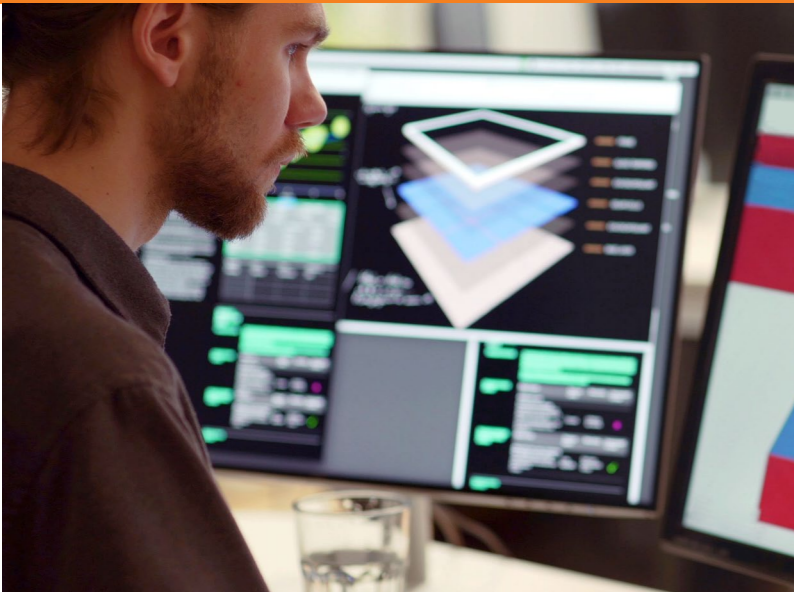
External Assessment

- 90 minute Examination (30%)

VISUAL AND PERFORMING ARTS

VCE VISUAL COMMUNICATION & DESIGN (UNIT 1-2)

Learning Area Convenor
Helena Stratakos
hstratakos@crccs.vic.edu.au



Prerequisites: Prior experience in Visual Communication Design is not required, but will be helpful, as will an interest in design and communication

Subject Description:
Students develop skills and understanding in visual communication through design. They learn to create visual solutions to communicate effectively with a target audience.

Unit 1: Finding, reframing, and resolving design problems.

Area of Study 1: Reframing Design Problems
Area of Study 2: Solving communication design problems
Area of Study 3: Design's influence and influences on design

Unit 2: Design contexts and connections

Area of Study 1: Design, place, and time
Area of Study 2: Cultural ownership and design
Area of Study 3: Designing interactive experiences

Internal Report Includes
Overall Achievement: S or N

Summative Assessment Tasks
Assessed Outcomes contribute 75% of internal school grades.

Unit 1, Outcome 1: Reframing design problems and preparing a brief.

- A report or presentation exploring conceptions of good design.
- A presentation documenting human-centred research methods and findings relating to a design problem.
- A written brief identifying a communication need.

Unit 1, Outcome 2: Developing visual language.

- A folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand.
- Presentation of design concepts for a critique

Unit 1, Outcome 3: Designing a sustainable object.

- Folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object.

Unit 2, Outcome 1: Environmental design

- A folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style.

Unit 2, Outcome 2: Culturally appropriate design practices

- Investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge

Unit 2, Outcome 3: Digital interface

- a folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment, or service.

Written Examinations

A 90-minute end of semester examination for both Unit 1 and 2. They contribute 25% to internal school grades.

Subject rationale:

The study of VCE Visual Communication and Design (VCD) enables students to develop their creativity, critical thinking, and communication skills. The subject teaches students a variety of design processes and techniques, including sketching, prototyping, digital design, and communication. Students develop an understanding of how design can be used to communicate ideas, messages and meaning.

In VCD, students learn about emerging technologies and contemporary design practices, as well as the importance of design thinking and problem-solving. They are encouraged to create innovative and sustainable design solutions that reflect their knowledge and understanding of the industry.

Students are given the opportunity to collaborate on projects and develop their professional skills, including project management and communication. This prepares them for future study or employment in the visual communication and design industry.

Throughout the course, students engage in written analysis and evaluation of their own work, as well as that of professional practitioners. This enables them to develop critical thinking and aesthetic understanding.

Occupations:

VCE Visual Communication Design equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of VCD may provide pathways to training and tertiary study in areas such as graphic design, product design, advertising, marketing, and communication.

Unit 1-2 Visual Communication Design

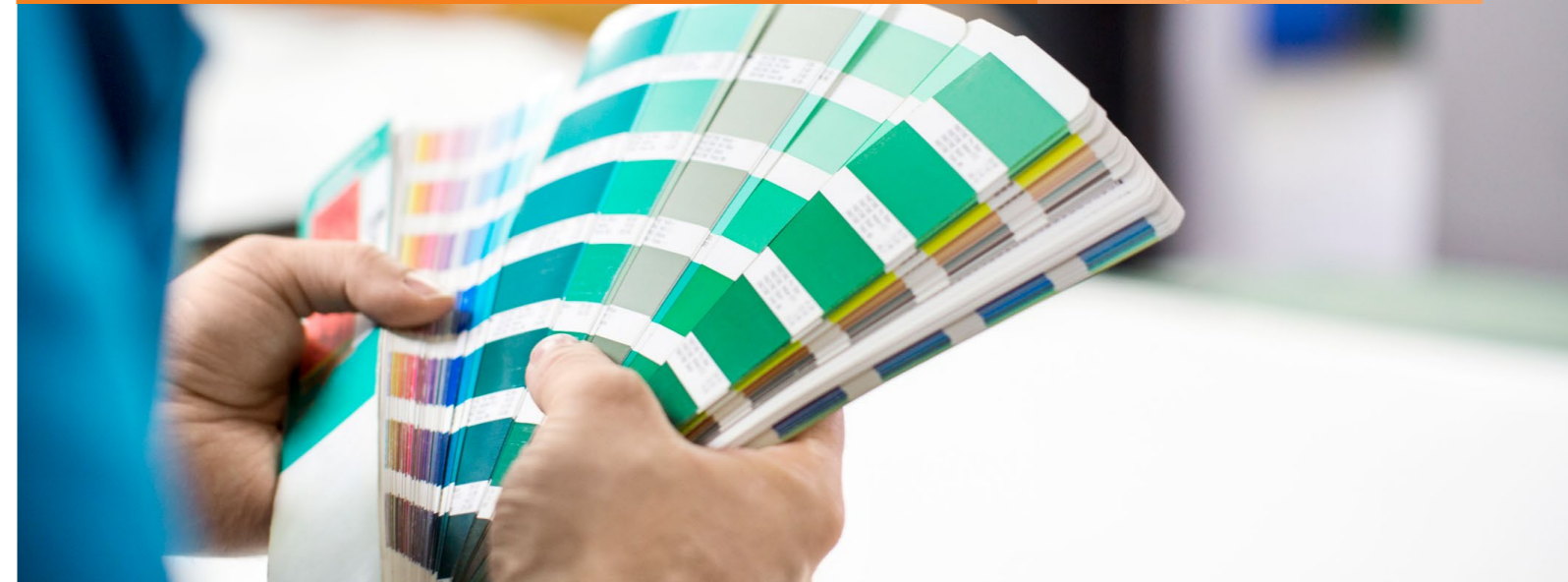
Length of Course:

Semester 1- Unit 1
Semester 2- Unit 2

VISUAL AND PERFORMING ARTS

VCE VISUAL COMMUNICATION & DESIGN (UNIT 3-4)

Learning Area Convenor
Helena Stratakos
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Unit 3-4 Visual Communication Design

Length of Course:

Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites:

Prior experience in Visual Communication Design is strongly recommended. It is highly advised that students only undertake Units 3 & 4 if they have successfully completed Units 1 & 2.

Subject Description:

Students will collaborate and devise visual communication designs based on prescribed structures, with assessments including the analysis and evaluation of their own and professional design work, and the development of a design journal. The emphasis is on creating effective and meaningful visual solutions for communication purposes.

Unit 3: Visual communication in design practice

Area of Study 1: Professional design practice

Area of Study 2: Design analysis

Area of Study 3: Design process: defining problems and developing ideas

Unit 4: Delivering design solutions.

Area of Study 1: Design process: refining and resolving design concepts

Area of Study 2: Presenting design solutions

Unscored Assessment: S or N

Scored Assessment:

School Assessed Coursework (SAC): Contributes 20% to the study score.

Unit 3, Outcome 1: SAC

- A comparative case study of designers in selected design fields.
- Two practical design exercises documenting emerging skills in selected fields of practice.

Unit 3, Outcome 2: SAC

A Comparative analysis of design examples from selected fields of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

School Assessed Task (SAT): Contributes 50% to the study score.

Unit 3, Outcome 3: SAT

- Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Unit 4, Outcome 1: SAT

- Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

Unit 4, Outcome 2: SAT

- Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

Written Examination: The end of year examination will contribute 30% to the study score.

VISUAL AND PERFORMING ARTS

VET CUA30920 CERTIFICATE III IN MUSIC (SOUND PRODUCTION)

Learning Area Convenor
Helena Stratakos
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Subject rationale

The Sound Production Stream of the Cert III in Music provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 (Year 1) of the program can include units such as implementing and maintaining audio equipment, performing basic sound editing and developing music industry knowledge. Units 3 and 4 (Year 2) offer scored assessment and include units such as recording and mixing a basic music demo, operating sound reinforcement systems and installing and disassembling audio equipment.

Auspecting RTO: This course is in partnership with COSAMP RTO provider number 41549

Occupations: Sound Engineer, Sound Recordist, Music Producer, Electronic Music Producer, Sound Designer, Sound Technician for TV/Film/Podcasts/Radio

Length of Course: 2 Years

Number of Units of Competency per year level:

Year 1: 6 x UOCs

Year 2: 5 x UOCs

Year 1 (Unit 1 & 2) VET Music (Sound Production)

Semester 1 - 3 x UOCs

Semester 2 - 3 x UOCs

Prerequisites: No specific prerequisites.
A knowledge of music and audio equipment is beneficial.

Units of Competency (UOCs) for Semester 1

CUASOU213 - Assist with sound recording

CUAIND313 - Work effectively in the music industry
(35 nominal hours) - core unit

CUASOU211 - Develop basic audio skills and knowledge
(40 nominal hours) - elective unit

Units of Competency (UOCs) for Semester 2

CUACMP311 - Implement copyright arrangements
(20 nominal hours) - core unit

CUAIND314 - Plan a career in the creative arts industry
(35 nominal hours) - core unit

CUASOU331 - Undertake live audio operations

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

- Assessment Tasks (provided by COSAMP)
- Practical Observations
- Practical Sound Mixes

Examination

- A 90 minute end of year aural and written examination.

Year 2 (Unit 3 & 4) VET Music (Sound Production)

Prerequisites:

Completion of all 6x UOCs in the Year 1 VET Music (Sound Production) course.

SACs and UOCs for Semester 1:

SAC 2: Fix It Then Mix It

CUASOU321 Mix music in studio environments
(60 nominal hours)

SAC 3: Record Mix Master

CUASOU317 Record and mix basic demos (40 nominal hours)
CUASOU412 Manage audio input sources (30 nominal hours)

SACs and UOCs for Semester 2:

Semester 2: SAC 1: Portfolio of a Live Show

CUASOU306 Operate sound reinforcement systems
(40 nominal hours)

CUASOU308 Install and disassemble audio equipment
(40 nominal hours)

Summative Assessment Tasks

- Assessment Tasks (provided by COSAMP)
- Practical Observations
- Practical Sound Mixes

Assessment for Year 2 (Unit 3 & 4) VET Music (Sound Production)

Unscored Assessment: S or N

Scored Assessment:

- School Assessed Coursework (SACs) (66%)
- End-of Year 90 minutes Aural and Written Examination (34%), assessed externally.

VISUAL AND PERFORMING ARTS

VCE VET DANCE - CERTIFICATE II AND III IN DANCE

Learning Area Convenor
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VCE VET Dance Program Structure

CUA20120 Certificate II in Dance

CUA30120 Certificate III in Dance

Unit 1&2		
Compulsory units:		
Unit code	Title	Hours
CUADAN211	Develop basic dance techniques	20
CUAPRF211	Prepare for live performances	35
CUAWHS111	Follow safe dance practices	60
CUAWHS211	Develop a basic level of physical fitness for dance performance	40
	Subtotal:	155
Elective units:		
BSBTWK201	Work effectively with others	40
	Select two of the following units:	
CUADAN213	Perform basic jazz dance techniques	80
CUADAN215	Perform basic contemporary dance techniques	45
CUADAN216	Perform basic ballet techniques	25
CUADAN217	Perform basic tap techniques	45
CUADAN218	Perform basic street dance techniques	45
CUADAN219	Perform basic cultural dance techniques	45
CUADAN220	Perform basic lyrical dance techniques	60

Unit 1&2 consists of 7 units from the above list. At completion of the 7 units you will complete unit 1&2 VCE VET Dance. You will also receive a Statement of Attainment Certificate.

Orange book

CUADAN211 - Develop basic dance techniques

BSBTWK201 - Work effectively with others

CUAPRF211 - Prepare for live performance

This book consists of:

- Workbook
- Observations

This workbook describes the performance outcomes, skills and knowledge required to develop basic dance techniques and work effectively with others within the context of the creative arts industry dance sector and prepare for live performances. Your learning will be delivered in practical technique classes, the creation or recreation of a group routine, (two or more dancers), dance theory work and performances.

Throughout the completion of this workbook you will be assessed by various observations by your teacher.

Purple Book

CUAWHS111 - FOLLOW SAFE DANCE PRACTISE
CUAWHS211 - DEVELOP A BASIC LEVEL OF PHYSICAL FITNESS FOR DANCE PERFORMANCE

This book consists of:

- Written questions
- Fitness and safety observations, reports and plans
- Observations

This unit describes the skills and knowledge required to build the foundations for a safe and healthy career in the live performance industry, through the application of safe dance practices.

The unit applies to those who perform and practise in dance classes, rehearsals and performances under the supervision of experienced dancers and dance teachers.

This unit describes the skills and knowledge required to plan and implement a basic fitness regime for executing optimal physical performance in dance.

The unit applies to those who are dancers and dance students who utilize fitness training to help build their strength, flexibility and stamina, which are vital aspects of a dancer's daily routine. At this level, exercises are usually undertaken with supervision and guidance in dance or fitness studios, or gyms.

Red Book

This work performance will assess your two elective units. Students will choose two of the following:

CUADAN213 - Perform basic jazz dance technique
CUADAN215 - Perform basic contemporary dance technique
CUADAN216 - Perform basic ballet dance technique
CUADAN217 - Perform basic tap technique
CUADAN218 - Perform basic street dance technique
CUADAN219 - Perform basic cultural dance technique
CUADAN220 - Perform basic lyrical dance technique

This book is all about your dance ability in your two chosen styles. You will be observed many times in your styles and have written support questions to enhance your knowledge in each style.

VISUAL AND PERFORMING ARTS

VCE VET DANCE - CERTIFICATE II AND III IN DANCE

Learning Area Convenor
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Blue Book - Work Performance

This work performance will assess your two elective units. Students will have chosen two of the following:

- CUADAN315 - Increase depth of jazz dance technique
- CUADAN316 - Increase depth of ballet dance technique
- CUADAN317 - Increase depth of cultural dance technique
- CUADAN318 - Increase depth of contemporary dance technique
- CUADAN319 - Increase depth of street dance technique
- CUADAN320 - Increase depth of social dance technique
- CUADAN321 - Increase depth of tap dance technique
- CUADAN322 - Increase depth of lyrical dance technique

This book is all about your dance ability in your two chosen styles. You will be observed many times in your styles and have written support questions to enhance your knowledge in each style. You will learn two solos, one in each style, of approx 2.5 minutes. These are your dances that are performed at the end of year examination and contribute to 50% of your total study score.

CUA30120 Certificate III in Dance - (Year Three)

This can be either a scored or unscored 3&4 sequence. For scored students it will contribute as a 5th or 6th subject only as an increment increase. Students who are interested in this third year option should consider selecting VET Dance in year 10 to do the courses over a three year period. There is also an option for students to select the third year whilst also completing the second year and doing two VET days.

This year is predominantly practical including:

Yellow Book

CUAMWB401 Develop and implement own self-care plan in the creative industries - 50 hours

Aqua Book

CUAIND311 Work effectively in the creative arts industry - 50 hours

Teal Book

CUADTM311 Assist with dance teaching - 35 hours

Brown Book

CUADAN331 Integrate rhythm into movement activities - 25 hours
CUACHR311 Develop basic dance composition skills - 30 hours

Total 190 hours

There is an option to select CUAWHS11 - Conditioning body for dance performance, (35 hours), instead of dance teaching if dance performance is the preferred pathway over dance teaching. These units will all contribute to the Certificate III in Dance. If you are interested in pursuing dance teaching year three is a great option.

VCE VET Dance Program Structure

CUA30120 Certificate III in Dance (Year Two)

The units will be combined into groups of two for assessment purposes. These will be your Green, Pink and Blue books. Satisfactory completion of these will allow you to pass the year, and for scored students will contribute to 50% of your study score that will contribute to your ATAR.

Green Book - Portfolio 1

CUAPRF317 - Develop performance techniques
CUADAN212 - Incorporate artistic expression into basic dance performances

This book consists of:

- Written questions
- Observations
- Visual presentation

You will create your own group dance routines and perform these. You will be assessed on different aspects of this ensemble dance piece as stated in the assessment tasks.

Pink Book - Portfolio 2

CUAIND211 – Develop and apply creative arts industry knowledge
CUAPRF314 – Develop Audition Techniques

Working in the Creative Arts Industry requires dancers to understand how the industry operates. Dancers need to be able to source and apply information about the industry and update and maintain this knowledge to remain up to date with the industry. An integral part of the industry is the audition process. Dancers are hired through this process and dancers need to understand and navigate this process to successfully prepare and present for auditions. During this unit you will research, prepare for, perform and analyse a Mock audition in person and online. Assessments will be written, observations, visual displays and an interview.

VISUAL AND PERFORMING ARTS

VCE VET MUSIC (PERFORMANCE) – CUA30920 CERTIFICATE III IN MUSIC

Learning Area Convenor
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either as a class activity or personal interest, providing some details of their event and researching/applying for a job role of interest.

CUAMCP311 - Create simple musical compositions

Students undertake the process of composing songs to a brief; understanding musical styles and conventions, developing melodic components along with a lyric/lead sheet, evaluating the process and ultimately providing two (2) compositions.

CUAMPF213 - Perform simple repertoire in ensembles

Students demonstrate competency in playing in a group over a period of time on multiple occasions, either specialising in a particular style of music or across multiple styles.

CUAMPF313 - Contribute to backup accompaniment as part of a group

Students prepare for two (2) performances of approx. 10mins for an audience as part of a backup group.

Internal Report Includes:

Overall Achievement C or NC.

Summative Assessment Tasks:

CUACMP311 - Implement copyright arrangements
Assessment Task 1: Case study.
Assessment Task 2: Copyright Research Task.
Assessment Task 3: Copyright Breach research Task.

CUAIND313 - Work effectively in the music industry

Assessment Task 1: Research Project.
Assessment Task 2: Journal.
Assessment Task 3: Personal Work Task Review.

CUAIND314 - Plan a career in the creative arts industry

Assessment Task 1: Observation and Notes.
Assessment Task 2: Industry Project.

CUAMCP311 Create simple musical compositions

Assessment Task 1: Song Brief.
Assessment Task 2: Song Composition.
Assessment Task 3: Song Presentation.
Assessment Task 4: Composition Review.

CUAMPF213 Perform simple repertoire in ensembles

Assessment Task 1: Prepare Repertoire.
Assessment Task 2: Rehearse Repertoire.
Assessment Task 3: Performance Plan.
Assessment Task 4: Performances.
Assessment Task 5: Seek Feedback and Review.

CUAMPF313 Contribute to backup accompaniment as part of a group

Assessment Task 1: Performance Plan.
Assessment Task 2: Observation and Reflection.
Assessment Task 3: Evaluation.

Subject rationale:

The Certificate III in Music assists individuals in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business.

This qualification is delivered through COSAMP (41549).

Occupations

Performer, session musician, composer, songwriter, arranger, musical director, band leader, sound artist, music producer or accompanist

Year 1 (Units 1 – 2)

Length of Course: Full year

Semester 1 - x3 units

Semester 2 - x3 units

Prerequisites:

Successful completion of AMEB Grade 3 or a letter of recommendation from a qualified music teacher.

An interest in Music.

Subject Description:

CUACMP311 - Implement copyright arrangements

Students participate in a case study and research task to identify the copyright regulations as they pertain to the music industry.

CUAIND313 - Work effectively in the music industry

Students gain an understanding of their selected work area in the music industry and demonstrate the skills and knowledge required to work effectively.

CUAIND314 - Plan a career in the creative arts industry

Students to be aware of creative arts industry productions and events and attend at least one of these during the year,

VISUAL AND PERFORMING ARTS

VCE VET MUSIC (PERFORMANCE) – CUA30920 CERTIFICATE III IN MUSIC

Learning Area Convenor
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hstratakos@crccs.vic.edu.au**Year 2 (Units 3 – 4):****Length of Course:** Full Year**Semester 1** - x3 units**Semester 2** - x2 units**Prerequisites:**

Competency in x6 units completed in year 1 of course.

Unscored Assessment:

Satisfactory Completion of year 1 studies.

Subject Description:

CUAMPF312 - Prepare for musical performances

Students practise musical pieces to be performed, apply strategies to overcome performance anxiety and comply with work health and safety (WHS) principles to take care of their own health and safety.

CUAMPF315 - Develop and perform musical improvisation

Students develop improvisation skills to perform in a range of musical genres and traditions.

CUAMPF311 - Develop technical skills for musical performances

Students develop routines for tuning and caring for instruments and/or their voice. They may be developing skills on either a first or second instrument.

CUAMPF416 - Perform music as a soloist

Students perform as solo instrumentalists or vocalists. They may perform in any musical genre. They apply technical and musicianship skills and well developed stagecraft skills to engage audiences.

CUAMPF412 - Develop and apply stagecraft skills

Students craft their creative image; encompassing the way they approach performances and engage with audiences.

Internal Report Includes:

Overall Achievement C or NC.

Summative Assessment Tasks:**SAC 1 – Get Your Act Together****Assessing:**

CUAMPF312 - Prepare for musical performances

CUAMPF315 - Develop and perform musical improvisation

Assessment Task 1: Repertoire and improvisation review
Assessment Task 2: Perform improvisation excerpts within selected songs
Assessment Task 3: Evaluation of preparations with classroom teacher
Assessment Task 4: Performance preparation list
Assessment Task 5: Rehearsal plan and logbook

SAC 2 – New Band Member**Assessing:**

CUAMPF311 - Develop technical skills for musical performances

CUAMPF416 - Perform music as a soloist

Assessment Task 1: Practice Journal for each week across the year
Assessment Task 2: Performance preparation questions and observation
Assessment Task 3: Annotated video journal excerpts
Assessment Task 4: Evaluation with classroom teacher

SAC 3 – The Entertainment**Assessing:**

CUAMPF412 Develop and apply stagecraft skills

Assessment Task 1: Stagecraft review
Assessment Task 2: Industry Statement
Assessment Task 3: Three performances
Assessment Task 4: Written or oral evaluation with classroom teacher

External Assessment:

- Performance examination (50% to overall study score).

VISUAL AND PERFORMING ARTS

VCE MUSIC (UNITS 1-4)

Learning Area Convenor
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VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making

Occupations:

Performer, session musician, composer, songwriter, arranger, musical director or band leader, sound artist, music producer or accompanist

Unit 1 – 2 Music:**Length of Course:** Full year.**Semester 1** - Unit 2.**Semester 2** - Unit 1.**Prerequisites:**

Successful completion of Year 10 Music or equivalent.
An interest in Music.

Subject Description**Unit 1: Organisation of music**

Area of Study 1 – Performing: Students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3.

Area of Study 2 – Creating: Students create a folio of brief creative responses. At least one exercise should demonstrate their understanding of musical organisation and characteristics of at least one work selected for study in Area of Study 3.

Area of Study 3 – Analysing and Responding:

Students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation.

Unit 2: Effect in Music

Area of Study 1 – Performing: Students prepare and perform solo and group works, one of which should demonstrate their understanding of effect in music.

Area of Study 2 – Creating: Students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music.

Area of Study 3 – Analysing and Responding: Students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect.

Internal Report Includes:

Overall Achievement S or N.

Summative Assessment Tasks:**Practical task**

- Performance of at least two works (one ensemble and one solo).

Written task

- Discussion of the challenges presented by these works.

Written task

- Folio of exercises.

Written task

- Responses to structured questions.

Practical/Written task

- Composition and/or improvisation exercise and accompanying discussion.

Examination:

- 90 minute end of semester examination.

VISUAL AND PERFORMING ARTS

VCE MUSIC (UNITS 1-4)

Learning Area Convenor
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Unit 3 – 4 Music

Length of Course: Full Year.

Semester 1 - Unit 3.

Semester 2 - Unit 4.

Prerequisites:

Scored Assessment:

- An average of at least 55% in summative assessment tasks in Unit 1-2 Music.
- Students who have not completed Unit 1-2 Music will be required to apply to the LAC for acceptance into Unit 3-4 Music.

Subject Description:

Unit 3: Music Contemporary Performance

Area of Study 1 – Performing: Students perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills and interpretation approaches relevant to the style(s) of the selected works.

Area of Study 2 – Analysing for Performance: Students focus on the processes of analysis and practices that they undertake to develop their performances.

Area of Study 3 – Responding: Students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance.

Unit 4: Music Contemporary Performance

Area of Study 1 – Performing: Students perform regularly in a variety of contexts and use these performances to consolidate their development of technical skills and interpretation approaches relevant to the style(s) of the selected works.

Area of Study 2 – Analysing for Performance: Students continue to focus on the processes of analysis and practices that they undertake to develop their performances, including approaches to reimagining an existing work.

Area of Study 3 – Responding: Students continue to develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance.

Assessment:

Unscored Assessment: S or N

Scored Assessment

Unit 3: Music Contemporary Performance

- School assessed coursework for Unit 3 will contribute 20% to the study score
- Written/oral task explaining choice of proposed program of works to be performed (10 marks)
- Demonstration of an intended approach to reimagine an existing work (20 marks)
- Discussion in which development of techniques and personal voice are explained and demonstrated (10 marks)
- Response to structured questions relating to previously unheard music (20 marks)
- Identification, recreation and style-appropriate notation of short music examples (20 marks)

Unit 4: Music Contemporary Performance

- School assessed coursework for Unit 4 will contribute 10% to the study score
- Discussion in which materials designed to assist in the development of techniques and interpretation are explained and demonstrated (15 marks)
- Demonstration of an approach to reimagine an existing work (5 marks)

External Assessment:

- End-of-year aural and written examination – contributing to 20% of the study score
- Performance examination – contributing to 50% of the study score

HUMANITIES

VCE ACCOUNTING (UNITS 1-4)

Learning Area Convenor
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Subject rationale:

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Unit 1 & 2 Accounting develops students' knowledge and skills for service and trading businesses in areas such as recording financial data and accounting for and reporting information relating to inventory, accounts receivable, accounts payable and non-current assets. Units 3 & 4 Accounting develops students' skills and knowledge in developing their understanding of recording and analysing financial data and preparation of financial reports, where knowledge on budgeting in accounting and adopting appropriate decision-making in Accounting are developed.

Occupations:

Financial Accountant, Bookkeeper, Financial Planner, Auditor, Accounts Clerk, Financial Controller, Forensic Accounting, Insolvency Accountant, Management Accountant, Project Accountant, Tax Accountant, Cost Accountant, Financial Analyst.

Unit 1-2 Accounting:

Length of Course: Full year

Semester 1 - Unit 1

Semester 2- Unit

Prerequisites:

- Successful completion of Year 10
- An interest in Business and Commerce
- An interest in numbers and Analysis of Business Success/Failure

Subject Description:

Unit 1: The role of Accounting in Business

Area of study 1: The role of Accounting

Area of Study 2: Recording financial data and reporting accounting information for a service business

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

Area of Study 1: Accounting for and managing inventory

Area of Study 2: Accounting for and managing accounts receivable and accounts payable

Area of Study 3: Accounting for managing non-current assets

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks (%)

- A folio of exercises utilising manual methods and ICT
- Structured questions utilising manual methods and ICT
- An assignment including use of ICT
- A case study including use of ICT
- A classroom presentation, role-play or debate
- A report utilising ICT.

Examinations (%)

A 90 minute end of semester examination.

Unit 3-4 Accounting

Length of Course: Full Year

Prerequisites:

- An interest in Business and Commerce

Scored Assessment:

- An average of at least 60% in summative assessment tasks in Unit 1-2 Accounting.

Students who have not completed Unit 1-2 Accounting will be required to apply to the LAC for acceptance into Unit 3-4 Accounting.

Subject Description:

Unit 3: Financial Accounting for a trading business

Area of Study 1: Recording and analysing financial data

Area of Study 2: Preparing and interpreting accounting reports

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

Area of Study 1: Extension of recording and reporting

Area of Study 2: Budgeting and decision-making

Prerequisites:

- Successful completion of Year 10
- An interest in Business and Commerce
- An interest in numbers and Analysis of Business Success/Failure

Subject Description:

Unit 1: The role of Accounting in Business

Area of study 1: The role of Accounting

Area of Study 2: Recording financial data and reporting accounting information for a service business

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

Area of Study 1: Accounting and managing Inventory

Area of Study 2: Accounting for and managing accounts receivable and accounts payable

Area of Study 3: Accounting for managing non-current assets

Internal Report Includes:

Assessment:

Unscored Assessment: S or N

Scored Assessment:

School Assessment (50%)

- Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of accounting reports and the accounting system, including ethical considerations.
- Record transactions and prepare, interpret and analyse accounting reports for a trading business.
- Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system, and evaluate the effects of balance day adjustments and alternative methods of depreciation on accounting reports.
- Prepare budgeted accounting reports and variance reports for a trading business, using financial and other relevant information, and model, analyse and discuss the effects of alternative strategies on the performance of a business.

External Assessment

- 2 Hour Examination (50%)

HUMANITIES VCE BUSINESS MANAGEMENT (UNITS 1-4)

Learning Area Convenor
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Subject Description:

Unit 1: Planning a business

Area of study 1: The business idea
Area of Study 2: Internal business environment and planning
Area of Study 3: External business environment and planning

Unit 2: Establishing a business

Area of Study 1: Legal requirements and financial considerations
Area of Study 2: Marketing a business
Area of Study 3: Staffing a business

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (%)

- School Assessed Coursework
- Written Reports
- Practical Reports
- Structured Questions

Examinations (%)

- A 90-minute end of semester examination.

Unit 3-4 Business Management

Length of Course: Full Year

Prerequisites:

Demonstrated ability to reach the College requirements in Unit 1-2.

Students who have not completed Unit 1-2 Business Management will be required to apply to the LAC for acceptance into Unit 3-4 Business Management.

Unscored Assessment:

- Satisfactory Completion Year 11 studies.

Subject Description

Unit 3: Managing a business

Area of Study 1: Business foundations
Area of Study 2: Human Resource Management
Area of Study 3: Operations management

Unit 4: Transforming a business

Area of Study 1: Reviewing performance – the need for change
Area of Study 2: Implementing change

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessment (50%)

- School Assessed Coursework (SAC) Structured Questions

External Assessment

- 2 Hour Examination (50%)

Subject rationale:

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Occupations

Business consultant, Business analyst, Project manager, Human resources officer, Event manager, Operations manager, Entrepreneur, Construction Manager, General Manager, Retail, Product Manager, Marketing, Sales, Small business Manager, Team Leader, Hospitality, Advertising and Public relations.

Unit 1-2 Business Management

Length of Course: Full year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10
- An interest in Business, entrepreneurship and finance

HUMANITIES VCE ECONOMICS (UNITS 1-4)

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Subject Description:

Unit 1: Economic decision making

Area of study 1: Thinking like an economist
Area of Study 2: Decision making in markets
Area of Study 3: Behavioral economics

Unit 2: Economic issues and living standards

Area of Study 1: Economic activity
Area of Study 2: Applied economic analysis of local national and international economic issues.

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (%)

- School Assessed Coursework
- Written Reports
- Practical Reports
- Structured Questions

Examinations (%)

- A 90-minute end of semester examination.

Subject rationale:

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Occupations

economist, journalist, public policy advisor, political consultant, media commentator, entrepreneur, business owner, environmental manager, investment banker, investment analyst, management consultant, business analyst, actuary, accountant, academic, teacher, stockbroker, banker, town planner and many more.

Unit 1-2 Economics

Length of Course: Full year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10
- An interest in Economics, Entrepreneurship Management Politics

Unit 3-4 Economics

Length of Course: Full Year

Prerequisites:

Demonstrated ability to reach the College requirements in Unit 1-2.

Students who have not completed Unit 1-2 Economics will be required to apply to the LAC for acceptance into Unit 3-4 Economics

Subject Description

Unit 3: Australia's living standards

Area of Study 1: An introduction to microeconomics: the market system, resource allocation and government intervention
Area of Study 2: Domestic macroeconomic goals
Area of Study 3: Australia and the international economy

Unit 4: Managing the economy

Area of Study 1: Aggregate demand policies and domestic economic stability
Area of Study 2: Aggregate supply policies

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessment (50%)

- School Assessed Coursework (SAC) Structured Questions

External Assessment

- 2 Hour Examination (50%)

HUMANITIES VCE GEOGRAPHY (UNITS 1-4)

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Subject rationale:

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 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.

In Unit 1, students investigate 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.

In Unit 2, 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.

In Unit 3, students focus 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. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

In Unit 4, 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.

Occupations

Fields of employment include, but are not limited to: climate change assessment and planning; climatology and meteorology; community development; conservation, heritage and land management; consulting and project management; education; local and regional development; mapping and cartography; planning (including urban, regional, environmental, social and transport planning); population analysis; and real estate and land development

Unit 1-2 Geography

Length of Course: Full Year
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites:
Successful completion of Year 10 Humanities and a strong interest in Geography.

Subject Description:
Unit 1: Hazards and Disasters

Area of Study 1: Characteristics of Hazards
Area of Study 2: Response to Hazards and Disasters

Unit 2: Tourism: Issues and Challenges

Area of Study 1: Characteristics of Tourism
Area of Study 2: Impact of Tourism: Issues and Challenges

Internal Report Includes:
Overall Achievement: S or N

Summative Assessment Tasks (50%)

- Analysis of Geographic Data
- Research Report
- Case Studies

Examinations (50%)
A 90-minute end of semester examination.

Unit 3-4 Geography

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Prerequisites:
Demonstrated ability to reach the College requirements in Unit 1-2.

Subject Description:
Unit 3: Changing the Land

Area of study 1: Land Use Change
Area of Study 2: Land Cover Change

Unit 4: Human Population: Trends and Issues

Area of Study 1: Population Dynamics
Area of Study 2: Population Issues and Challenges

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- Analysis of Geographic Data
- Research Report
- Case Studies

Examinations (50%)
• A 90-minute end of semester examination.

Assessment
Unscored Assessment: S or N

External Assessment
• A 2-hour Examination (50%)

HUMANITIES VCE AUSTRALIAN HISTORY (UNITS 3-4)

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Subject rationale:

Students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

Occupations

Archaeologist; art historian; cultural heritage officer; economic historian; geographical historian; museum curator; research officer; archivist; lawyer; analyst; diplomat; journalist; and writer.

Unit 3-4 Australian History

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Prerequisites:
Demonstrated ability to reach the College requirements in Unit 1-2.

Subject Description:

Unit 3: Australian History

Area of study 1: Foundations
Area of Study 2: Transformations

Unit 4: Area of Study 1: Formations

Area of Study 2: Transformations

Overall Achievement S or N

Summative Assessment Tasks (50%)

For each outcome, all of the following:

- a historical inquiry
- evaluation of historical sources
- extended responses
- an essay.

Examinations (50%)

• A 90-minute end of semester examination.

Assessment

Unscored Assessment: S or N

External Assessment

• A 2-hour Examination (50%)

HUMANITIES

VCE HISTORY - MODERN (UNITS 1-2)

Learning Area Convenor
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Subject rationale:

Students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Occupations

Archaeologist; art historian; cultural heritage officer; economic historian; geographical historian; museum curator; research officer; archivist; lawyer; analyst; diplomat; journalist; and writer.

Unit 1-2 Modern History

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10 Humanities and a strong interest in History.

Subject Description:

Unit 1: Change and Conflict

Area of study 1: Ideology and Conflict

Area of Study 2: Social and Cultural Change

Unit 2: The Changing World Order

Area of Study 1: Causes, Course and Consequences of the Cold War

Area of Study 2: Challenge and Change

Overall Achievement S or N

Summative Assessment Tasks (50%)

Each of the following four assessment tasks must be completed over Units 1 and 2:

- a historical inquiry
- evaluation of historical sources
- extended responses
- an essay.

Examinations (50%)

- A 90-minute end of semester examination.

Assessment

Unscored Assessment: S or N

HUMANITIES

VCE HISTORY - ANCIENT (UNITS 1-4)

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Subject Rationale:

In Unit 1, students investigate the emergence of early societies in Ancient Mesopotamia. The study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations.

In Unit 2, students also investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years.

In Units 3 and 4 Ancient History students investigate the features of Ancient Greece and Ancient Rome, and a significant crisis and the role of individuals in these ancient societies. Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world.

Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Occupations:

Archaeologist; art historian; cultural heritage officer; economic historian; geographical historian; museum curator; research officer; archivist; lawyer; analyst; diplomat; journalist; and writer.

Unit 1-2 History: Ancient History

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites: Successful completion of Year 10 Humanities and a strong interest in History.

Subject Description:

Unit 1: Ancient Mesopotamia

Area of study 1: Discovering Civilisation

Area of Study 2: Ancient Empires

Unit 2: Ancient Egypt

Area of Study 1: Egypt: The Double Crown

Area of Study 2: Middle Kingdom Egypt: Power and Propaganda

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation

Examinations (50%)

- A 90-minute end of semester examination.

Unit 3-4 Ancient History

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites:

Scored Assessment:

Demonstrated ability to reach the College requirements in Unit 1-2.

Students who have not completed Unit 1-2 History will be required to apply to the LAC for acceptance into Unit 3-4 History.

Subject Description:

Unit 3: Ancient Greece

Area of Study 1: Living in an Ancient Society

Area of Study 2: People in Power, Societies in Crisis

Unit 4: Ancient Rome

Area of Study 1: Living in an Ancient Society

Area of Study 2: People in Power, Societies in Crisis

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses

External Assessment

2 Hour Examination (50%)

HUMANITIES

VCE HISTORY - REVOLUTIONS (UNITS 3-4)

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Subject Rationale:

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. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

Teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below:

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

Occupations:

Archaeologist; art historian; cultural heritage officer; economic historian; geographical historian; museum curator; research officer; archivist; lawyer; analyst; diplomat; journalist; and writer.

Unit 3-4 History: Revolutions

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites:

Demonstrated ability to reach the College requirements in Unit 1-2.

Students who have not completed Unit 1-2 History will be required to apply to the LAC for acceptance into Unit 3-4 History.

Subject Description:

Unit 3:

Area of study 1: Causes of Revolution

Area of Study 2: Consequences of Revolution

Unit 4:

Area of Study 1: Causes of Revolution

Area of Study 2: Consequences of Revolution

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

Each of the following four assessment tasks must be completed over Units 3 and 4:

- a historical inquiry
- evaluation of historical sources
- extended responses
- an essay.

Examinations (50%)

- A 90-minute end of semester examination.

Assessment

Unscored Assessment: S or N

External Assessment

- A 2-hour Examination (50%)

HUMANITIES

VCE POLITICS (UNITS 1-4)

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Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- a wiki or blog
- a social media campaign
- a PowerPoint or interactive presentation
- a research report
- a case study
- an essay
- short-answer questions
- extended-response questions
- an oral presentation such as a podcast or video.

Examinations (50%)

- A 90-minute end of semester examination.

Unit 3-4 VCE Politics

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites:

Demonstrated ability to reach the College requirements in Unit 1-2.

Subject Description:

Unit 3: Global Cooperation and Conflict

Area of Study 1: Global issues, global responses

Area of Study 2: Contemporary crises: conflict, stability and change

Unit 4: Power in the Indo-Pacific

Area of Study 1: Power and the national interest

Area of Study 2: Australian in the Indo-Pacific

Overall Achievement: S or N

Summative Assessment Tasks (50%)

For each outcome, one or more of the following:

- a political inquiry
- analysis and evaluation of sources
- extended responses
- short-answer questions

Examinations (50%)

- A 90-minute end of semester examination.

Assessment

Unscored Assessment: S or N

External Assessment

- A 2-hour Examination (50%)

Subject Rationale:

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. Students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students also investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally.

Occupations:

Fields of employment include, but are not limited to: campaign adviser; education; federal government; international aid worker; journalist; local government; political adviser; political analyst; politician; and state government

Unit 1 and 2: VCE Politics

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites: Successful completion of Year 10 Humanities and a strong interest in Politics.

Unit 1: Politics Power and Political Actors

Area of Study 1: Power and National Political Actors

Area of Study 2: Power and Global Political Actors

Unit 2: Democracy: Stability and Change.

Area of Study 1: Issues for Australia's Democracy

Area of Study 2: Global Challenges to Democracy

HUMANITIES

VCE LEGAL STUDIES (UNITS 1-4)

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Subject Rationale

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, 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 effective, and whether the Victorian justice system achieves the principles of justice.

Occupations:

Journalism; recruitment; politics; management consulting; human resources; wealth management / investment banking; paralegal; prosecutor; advocacy; mediator; conveyancer; judge; and lawyer.

Unit 1-2 Legal Studies

Length of Course: Full Year
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites:

Successful completion of Year 10 Humanities and a strong interest in Legal Studies.

Subject Description:

Unit 1: The Presumption of Innocence

Area of study 1: Legal Foundations

Area of Study 2: Proving Guilt

Area of Study 3: Sanctions

Unit 2: Wrongs and Rights

Area of Study 1: Civil Liability

Area of Study 2: Remedies

Area of Study 3: Human Rights

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session.

Examinations (50%)

A 90-minute end of semester examination.

Unit 3-4 Legal Studies

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Subject Description:

Unit 3: Rights and Justice

Area of Study 1: The Victorian Criminal Justice System

Area of Study 2: The Victorian civil justice system

Unit 4: The People, the Law and Reform

Area of Study 1: The People and the Law Makers

Area of Study 2: The People and Reform

Prerequisites:

Demonstrated ability to reach the College requirements in Unit 1-2.

Students who have not completed Unit 1-2 Legal Studies will be required to apply to the LAC for acceptance into Unit 3-4 Legal Studies.

Scored Assessment:

School assessment (50%)

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises.

Unscored Assessment: Satisfactory completion of formative & summative assessments.

Unscored Assessment: S or N

Satisfactory completion of formative & summative assessments.

External Assessment

2 Hour Examination (50%)

HUMANITIES

VCE PHILOSOPHY (UNITS 1-2)

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Subject Rationale

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and it continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as the concept of artificial intelligence, justification for a charter of human rights and freedom of speech.

Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour.

Occupations:

Policy analyst, community development manager, historian, communications adviser, teacher, human rights advocate, academic

Unit 1-2 Philosophy

Length of Course: Full Year

Semester 1: Unit 1 Philosophy, existence and knowledge

Semester 2: Unit 2 Questions of value

Prerequisites: Successful completion of Year 10 English

Subject Description:

Unit 1: Philosophy, existence and knowledge

Area of Study 1: The nature and methods of philosophy

Area of Study 2: Metaphysics

Area of Study 3: Epistemology

Unit 2: Unit 2 Questions of value

Area of Study 1: Ethics and moral philosophy

Area of Study 2: Further problems in value theory

Area of Study 3: Philosophy: its nature, purpose and value

Internal Report Includes:

Overall Achievement: S or N

Summative Assessments Tasks (50%)

For each outcome, one or more of the following:

- an essay
- an extended written response
- short-answer responses
- a written reflection
- a narrative response and statement of intention
- presentations (oral, multimedia)
- a dialogue (oral, written)
- a research task.

Examinations (50%)

A 90-minute end of semester examination.

HUMANITIES VET II IN WORKPLACE SKILLS

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Subject rationale:

Students will develop a range of broad-based business skills that are applicable to almost all industries, including a range of some of the most common digital technologies and applications used across businesses today.

Students will also develop the required knowledge and skills to underpin their individual performance once they are in a workplace setting – fundamentals such as planning, prioritising, problem-solving, communication, teamwork and more.

Occupations:

These qualifications reflect the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Some of the occupations that these School based VET qualifications can lead to are:

- Administrative assistant
- Receptionist
- Secretary
- Information officer
- Customer service Officer
- Legal Secretary
- Personal Assistant

Unit 1-2 Certificate II in Workplace Skills BSB20120

Length of Course: 1 year
Semester 1- 6 UoCs
Semester 2- 4 UoCs

Accreditation: The course is a nationally recognised Certificate II level qualification. Upon successful completion of the course, the student is issued a certificate of completion with a statement of marks.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Prerequisites: NIL

Subject Description

There are a total of 10 units of competency that students must complete in the academic year. Each unit has its own focus on helping the student to learn the different aspects of communication, documentation, WHS safety and digital literacy among other things in the real world of business.

Topics covered include:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies
- Common business applications
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem - solving

Packaging Rules

Total number of units = 10
5 core units plus
5 elective units

Assessment:

Assessments will involve a combination of written assignments, practical tasks with demonstration of competence in all units.

Internal Report Includes:

Overall Achievement: C or N

Formative Assessment tasks:

These need to be uploaded on SEQTA, the learning management platform of the school for successful completion of the course.

Summative Assessment Tasks:

These summative assessment tasks are directly completed online through our partner RTO IVET's platform.

- School Assessed Coursework
- Structured written responses/reports
- Practical Reports/ Observation tasks

Examinations:

- There are no end of year examinations held for this qualification.
- Being competent in every one of the ten unit of competencies(UoCs) would mean the successful completion of the course.

Uniforms:

- Students will be expected wear the CRCS school uniform (summer/winter). If they are from federation schools or feeder schools, they could wear their respective schools' uniforms.

HUMANITIES VET II IN BUSINESS

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Unit 3-4 Certificate II in Business BSB30120

Length of Course: 1 year

Accreditation:

This is a partial course completion qualification with an option to complete the course at an RTO/TAFE of choice at the end of the year. If the student chooses the Scored Pathway, then their scores will contribute to the ATAR calculations

Licensing/Regulatory Information:

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Prerequisites: NIL

However, prior to undertaking Program 2, it is recommended that students first complete the VCE VET Units 1 and 2 with a minimum of 10 units of competency: five compulsory and five electives from Program 1: BSB20120 Certificate II in Workplace skills. Students can still join Program 2 as part of their VCE/VCAL Study loads.

Subject Description:

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance. Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Topics covered include:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective and inclusive work habits
- Common digital technologies
- Common business software applications
- Presentation skills
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving
- Stress management and personal well being

Packaging Rules

For VCE VET Business purposes, only a partial completion is offered.

Total number of units = 5
1 core units plus
4 elective units

Total number of units for full completion = 13 (6 core plus 7 electives)

Assessment:

- Assessments will involve a combination of written assignments, practical tasks with demonstration of competence in all units.

Scored assessment

- Scored assessment is available for the VCE VET Business program. To gain a study score a student must: be competent in the prescribed training; complete all scored VCE VET assessments; complete an end of year examination.

Scored assessment tasks:

- This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination which is worth 34% of the overall study score.

Unscored students:

- VET contributes to the VCAL through satisfying the requirements of the Industry Specific Skills or Work Related Skills strands. Each completed 90-hour block of VET equals one VCAL unit.

Internal Report Includes:

Overall Achievement

- **Scored assessment** C or N
- **Unscored assessment** S or N

Formative Assessment tasks:

These need to be uploaded on SEQTA, the learning management platform of the school for successful completion of the course.

Summative Assessment Tasks:

These summative assessment tasks are directly completed online through our partner RTO IVET's platform.

- School Assessed Coursework
- Structured written responses/reports
- Practical Reports/ Observation tasks

Examinations:

- End of year exam conducted by VCAA for scored VCE-VET students
- For non-scored students, completion of the 5 UoCs will suffice.

Uniforms:

- Students will be expected wear the CRCS school uniform (summer/winter). If they are from federation schools or feeder schools, they could wear their respective schools' uniforms.

LANGUAGES

VCE ENGLISH (UNITS 1-4)

Learning Area Convenor:
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Summative Assessment Tasks (50%)

- Personal Response Essay
- Two creative texts and a reflective commentary
- Analytical Response Essay
- Argument Analysis Essay
- Persuasive Oral Presentation

Examinations (50%)

- A 90 minute end of semester examination.

Unit 3-4 English

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites:

Scored Assessment:

- An average of at least 55% in summative assessment tasks in Unit 1-2 English.
- Students who have not completed Unit 1-2 English will be required to apply to the LAC for acceptance into Unit 3-4 English.

Subject Description:

Unit 3:

Area of Study 1: Reading and responding to texts

Area of Study 2: Creating texts

Unit 4:

Area of Study 1: Reading and responding to texts

Area of Study 2: Analysing argument

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Two Analytical Response Essays
- Two creative texts with reflective commentaries
- Argument Analysis Essay
- Persuasive Oral Presentation

External Assessment

- 3 hours 15 minutes Examination (50%)

Subject rationale:

Through developing broad skills in communication and reflection, the study of English enables students to appreciate and understand their diverse, dynamic and multicultural world. It provides a strong basis for further study or successful participation in the workforce.

Occupations:

Journalism & media; copywriting & consultancy; advertising & marketing; law & business; governmental careers or even teaching.

Unit 1-2 English

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1:

Area of study 1: Reading and exploring texts

Area of Study 2: Crafting texts

Unit 2:

Area of Study 1: Reading and exploring texts

Area of Study 2: Exploring argument

Internal Report Includes:

Overall Achievement: S or N

LANGUAGES

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (UNITS 1-4)

Learning Area Convenor:
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Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- Personal Response Essay
- Two annotated creative texts
- Short answer questions
- Annotated images
- Oral Presentation

Examinations (50%)

- A 90 minute end of semester examination.

Unit 3-4 EAL

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites:

Scored Assessment:

- An average of at least 55% in summative assessment tasks in Unit 1-2 EAL.
- Students who have not completed Unit 1-2 EAL must meet the eligibility criteria and discuss this with the LAC and VCE co-ordinator.

Subject Description:

Unit 3:

Area of Study 1: Reading and responding to texts

Area of Study 2: Creating texts

Unit 4:

Area of Study 1: Reading and responding to texts

Area of Study 2: Analysing argument

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Two Analytical Response Essays
- Short Answer Response to Audio-Visual Text
- Two annotated creative texts
- Argument Analysis Essay
- Persuasive Oral Presentation

External Assessment

- 3 hours 15 minutes Examination (50%)

Subject rationale:

A course that fosters your ability to communicate, collaborate and evaluate using English. You will learn about how language is used in different contexts, for different purposes and is targeted at specific audiences. You will develop written, oral and listening skills which will provide a strong basis for successful participation in Australian society.

Occupations:

Translator, interpreter, teacher, writer, social media content creator, politics, law, marketing.

Unit 1-2 EAL

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites: Students eligible to complete EAL are those who have no more than 7 years residency in a predominantly English-speaking country and/or no more than 7 years of learning with English as their main language of instruction when they will be sitting the Unit 3&4 Examination.

Subject Description

Unit 1:

Area of study 1: Reading and exploring texts

Area of Study 2: Crafting texts

Unit 2:

Area of Study 1: Reading and exploring texts

Area of Study 2: Exploring argument

LANGUAGES

VCE ENGLISH LANGUAGE (UNITS 1-4)

Learning Area Convenor:
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Summative Assessment Tasks (50%)

- Investigative report
- Essay
- Analytical commentary
- Short-answer questions
- Analysis of spoken/written texts

Examinations (50%)

- A 90 minute end of semester examination.

Unit 3-4 English Language

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2- Unit 4

Prerequisites:

Scored Assessment:

- An average of at least 55% in summative assessment tasks in Unit 1-2 English Language.
- Students who have not completed Unit 1-2 English Language will be required to apply to the LAC for acceptance into Unit 3-4 English Language.

Subject Description:

Unit 3: Language Variation & Social Purpose

Area of Study 1: Informal Language

Area of Study 2: Formal Language

Unit 4: Language Variation & Identity

Area of Study 1: Language Variation in Australian Society

Area of Study 2: Individual & Group Identities

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Short-answer questions
- Essay
- Analytical Commentary

External Assessment

2 Hour Examination (50%)

Subject Rationale:

A course that expands your appreciation for, and knowledge of, language use. In a world of fake news, being able to decipher the true meaning of someone's words is vital and this subject develops skills that will allow you to think critically as a global citizen and in a workplace.

Occupations:

Journalism & media; copywriting & consultancy; advertising & marketing; law & business; governmental careers or even teaching.

Unit 1-2 English Language

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2- Unit 2

Prerequisites: N/A

Subject Description

Unit 1: Language & Communication

Area of study 1: The nature and functions of language.

Area of Study 2: Language acquisition.

Unit 2: Language Change

Area of Study 1: English across time.

Area of Study 2: Englishes in contact.

Internal Report Includes:

Overall Achievement: S or N

LANGUAGES

VCE LITERATURE (UNITS 1-4)

Learning Area Convenor:
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Summative Assessment Tasks (50%)

- Oral analysis
- Annotated portfolio of texts
- Creative writing & reflective commentary
- Passage analysis essay

Examinations (50%)

- A 90 minute end of semester examination.

Unit 3-4 Literature

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2- Unit 4

Prerequisites:

Scored Assessment:

- An average of at least 55% in summative assessment tasks in Unit 1-2 Literature.
- Students who have not completed Unit 1-2 Literature will be required to apply to the LAC for acceptance into Unit 3-4 Literature.

Subject Description:

Unit 3:

Area of Study 1: Adaptations and transformations

Area of Study 2: Developing interpretations

Unit 4:

Area of Study 1: Creative responses to texts

Area of Study 2: Close analysis of texts

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Close passage analysis
- Comparative essay
- Oral presentation on a text
- Critical essay
- Creative text
- Reflective commentary comparing author and student texts
- Close passage analysis

External Assessment

- 2 Hour 15 Minute Examination (50%)

Subject Rationale:

A course that fosters engagement with literary texts in various forms from different eras and cultures. Recognising that what you bring to the text shapes your interpretations, you will be immersed in the diversity of human experiences, developing your skills in discussion, analysis and creative writing.

Occupations:

Journalism & media; copywriting & consultancy; publishing; governmental careers; teaching; advertising; social media content creation; psychology; law; librarianship; research.

Unit 1-2 Literature

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2- Unit 2

Prerequisites: N/A

Subject Description

Unit 1:

Area of study 1: Reading Practices.

Area of Study 2: Exploration of Literary Movements & Genres.

Unit 2:

Area of Study 1: Voices of Country.

Area of Study 2: The text in its context.

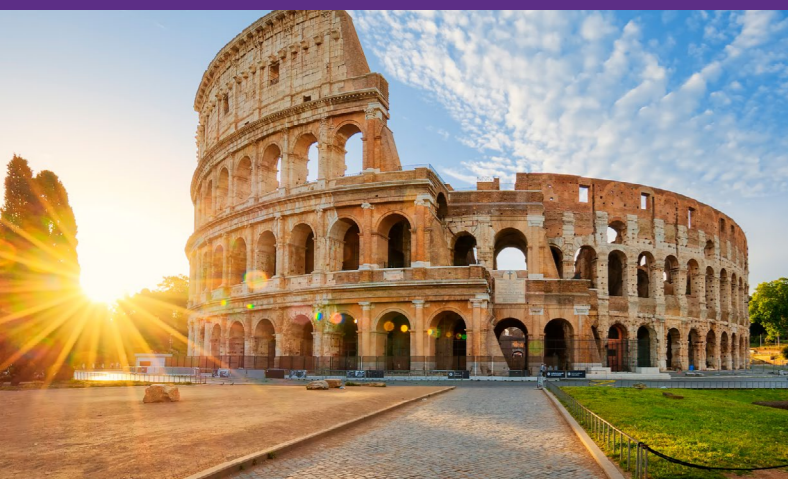
Internal Report Includes:

Overall Achievement: S or N

LANGUAGES

VCE LOTE ITALIAN (UNITS 1-4)

Learning Area Convenor:
Henryk Slosarski
hslosarski@crccs.vic.edu.au



Summative Assessment Tasks

- Interview in Italian (3 minutes)
- Reading, viewing and responding of texts
- Creative writing and Creative presentation on an aspect of Italy's culture

Examinations

- A 90 minute end of semester examination.

Unit 3-4 Italian

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites:

Scored Assessment:

- An average of at least 55% in summative assessment tasks in Unit 1-2 Italian
- Students who have not completed Unit 1-2 Italian will be required to apply to the LAC for acceptance into Unit 3-4 Italian.

Subject Description:

Unit 3:

Area of study 1: Interpersonal Communication. (L'ambiente)

Area of Study 2: Interpretive Communication (Il sistema scolastico e la formazione)

Area of Study 3: Presentational Communication (la famiglia italiana)

Unit 4:

Area of study 1: Interpersonal Communication. (il Caffè)

Area of Study 2: Interpretive Communication (il caffè)

Area of Study 3: Presentational Communication (il razzismo in Italia)

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Creative, evaluative and persuasive responses (250 - 300 words) according to text types below.
- Letters, Speeches, articles, journals, CV's, formal letters applying for jobs, film and book reviews
- Interviews (4 minutes each)
- Listening, reading, viewing and responding to multiple texts associated with key themes

External Assessment (50%)

- 2 Hour 15 Minute Written Examination
- 15- Minute Oral examination consisting of a 7 minute general conversation and 8 minute discussion about a chosen cultural topic.

Subject Rationale

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity.

Occupations

Italian is one of the official languages of the European Union, and is spoken by one of the largest ethnic communities in Australia.

Italian is relevant to students across a range of disciplines, in particular to those with an interest in international law, trade, tourism, education, theology, medicine, commerce, migrant studies, sociology, art history, literature or music.

Unit 1-2 Italian

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1:

Area of study 1: Interpersonal Communication. (Il Benessere)

Area of Study 2: Interpretive Communication (La tecnologia)

Area of Study 3: Presentational Communication (il Risorgimento)

Unit 2:

Area of study 1: Interpersonal Communication. (Italy of WWII)

Area of Study 2: Interpretive Communication (Italian migration)

Area of Study 3: Presentational Communication (Le Feste e le Sagre)

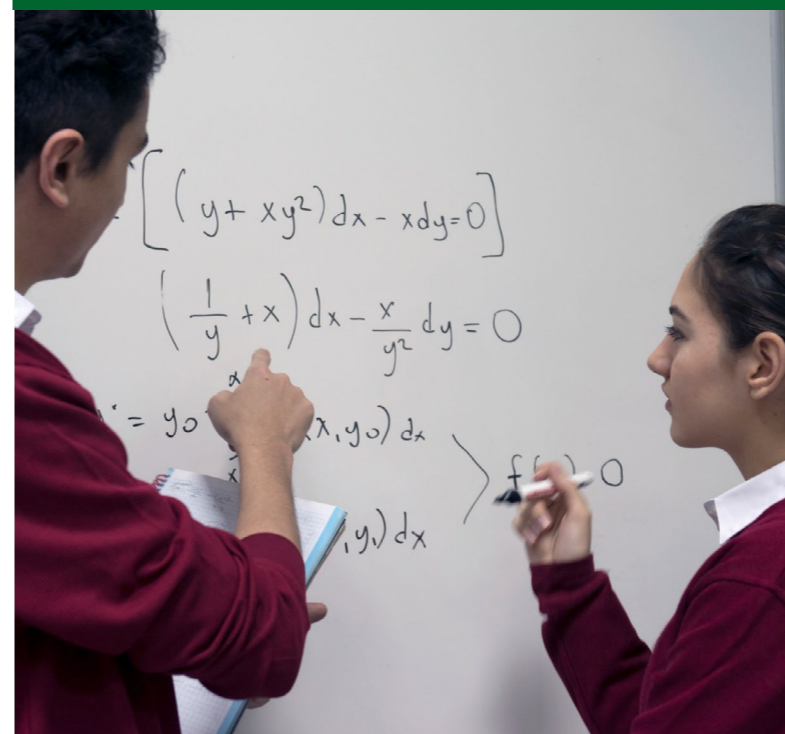
Internal Report Includes:

Overall Achievement: S or N

MATHEMATICS

VCE GENERAL MATHEMATICS (UNITS 1-4)

Learning Area Convenor:
Satnesh Lingam
slingam@crccs.vic.edu.au



Subject Rationale

VCE General Mathematics provides for the study of non-calculus and discrete mathematics topics. They are 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. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Occupations

Research, Banking, Finance, Commerce, Logistics, Project Management.

Unit 1-2 General Mathematics

Length of Course:

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10 Mathematics - : Pre-Methods or Pre-General, Core or Core Plus, Mainstream Math or Pre - Math Methods

Subject Description

Unit 1: General Mathematics

Area of study 1: Data analysis, probability and statistics

Area of Study 2: Algebra, number and structure

Area of Study 3: Functions, relations and graphs

Area of Study 4: Discrete mathematics

Unit 2: General Mathematics

Area of Study 1: Data analysis, probability and statistics

Area of Study 2: Discrete mathematics

Area of Study 3: Functions, relations and graphs

Area of Study 4: Space and measurement

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks (%)

- Written Tests
- Modelling tasks
- Problem-solving tasks
- Mathematical Investigations

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 General Mathematics

Length of Course: Full Year

Prerequisites:

Scored Assessment

- Students must have satisfactorily completed either General Mathematics Units 1 & 2 (preferred) or Mathematical Methods Units 1 & 2.

Subject Description

Unit 3: General Mathematics

Area of Study 1: Data analysis

Area of Study 2: Recursion and financial modelling

Unit 4: General Mathematics

Area of Study 1: Networks and decision mathematics

Area of Study 2: Matrices

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessment (40%)

Unit 3 - 24% **Unit 4** - 16%

- Application Task
- Modelling or problem solving task

External Assessment(60%)

- Examination 1 - 1.5 Hour Examination (30%)
- Examination 2 - 1.5 Hour Examination (30%)

MATHEMATICS

VCE MATHEMATICAL METHODS (UNITS 1-4)

Learning Area Convenor:
Satnesh Lingam
slingam@crs.vic.edu.au



Internal Report Includes
Overall Achievement S or N

Summative Assessment Tasks (%)

- Written Tests
- Modelling tasks
- Problem-solving tasks
- Mathematical Investigations

Examinations (%)

- Two end of semester examinations.
- Examination 1 - 60 minutes in length
- Examination 2 - 90 minutes in length

Unit 3-4 Mathematical Methods

Length of Course: Full Year

Prerequisites:

Scored Assessment

- Satisfactory completion of Mathematical Methods Units 1 and 2.
- Students who have not completed Unit 1-2 Mathematical Methods will not gain entry into Unit 3-4 Mathematical Methods.

Subject Description

Unit 3: Mathematical Methods

- Area of Study 1:** Functions, relations and graphs
- Area of Study 2:** Algebra, number and structure
- Area of Study 3:** Calculus
- Area of Study 4:** Data analysis, probability and statistics

Unit 4: Mathematical Methods

- Area of Study 1:** Functions, relations and graphs
- Area of Study 2:** Algebra, number and structure
- Area of Study 3:** Calculus
- Area of Study 4:** Data analysis, probability and statistics

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessment (40%)

Unit 3 - 20% Unit 4 - 20%

- Application Task
- Modelling or problem solving task

External Assessment (60%)

- Examination 1 - 1 Hour Examination (20%)
- Examination 2 - 2 Hour Examination (40%)

Subject Rationale

Mathematical Methods provides for the study of simple 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, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Occupations

Aviation, Engineering, Medical Sciences, ICT, Research, Actuary, Data Analyst.

Unit 1-2 Mathematical Methods

Length of Course:

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10 Pre - Methods or Core Plus mathematics course and a recommendation from the feeder school.

Subject Description

Unit 1: Mathematical Methods

- Area of study 1:** Functions, relations and graphs
- Area of Study 2:** Algebra, number and structure
- Area of Study 3:** Calculus
- Area of Study 4:** Data analysis, probability and statistics

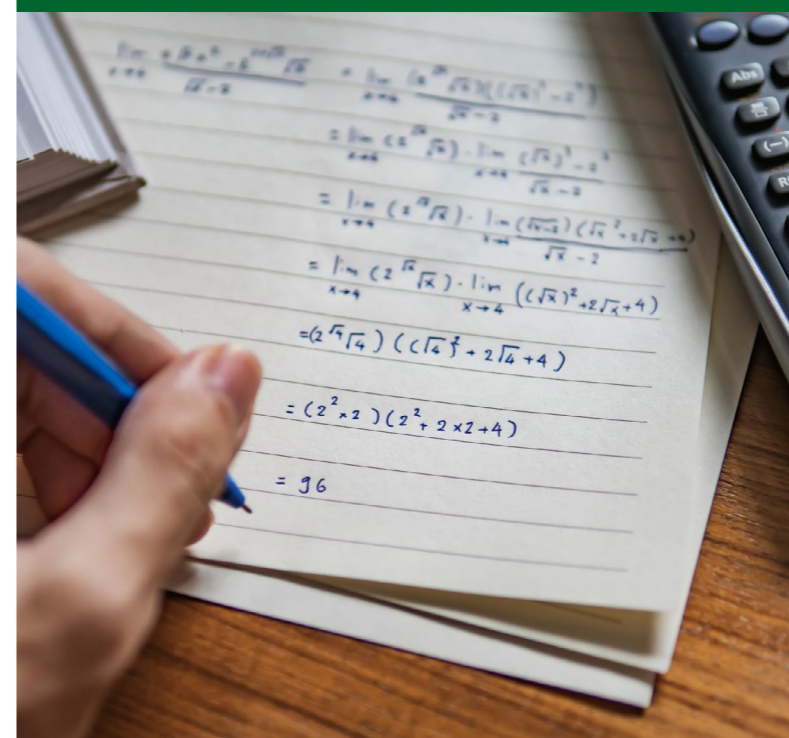
Unit 2: Mathematical Methods

- Area of Study 1:** Functions, relations and graphs
- Area of Study 2:** Algebra, number and structure
- Area of Study 3:** Calculus
- Area of Study 4:** Data analysis, probability and statistics

MATHEMATICS

VCE SPECIALIST MATHEMATICS (UNITS 1-4)

Learning Area Convenor:
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slingam@crs.vic.edu.au



Area of Study 2: Space and measurement
Area of Study 3: Algebra, number and structure
Area of Study 4: Functions, relations and graphs

Internal Report Includes

Overall Achievement: S or N

Summative Assessment Tasks (%)

- Written Tests
- Modelling tasks
- Problem-solving tasks
- Mathematical Investigations

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 Specialist Mathematics

Length of Course: Full Year

Prerequisites:

Scored Assessment:

- Satisfactory completion of Mathematical Methods Unit 1-2 and Specialist Mathematics Unit 1-2.
- Specialist Mathematics Unit 3-4 must be studied in conjunction with Mathematical Methods Unit 3-4 (unless a previously completed Mathematical Methods Unit 3-4)

Subject Description

Unit 3: Specialist Mathematics

- Area of Study 1:** Discrete mathematics
- Area of Study 2:** Functions, relations and graphs
- Area of Study 3:** Algebra, number and structure
- Area of Study 4:** Calculus
- Area of Study 5:** Space and measurement

Unit 4: Specialist Mathematics

- Area of Study 1:** Discrete mathematics
- Area of Study 4:** Calculus
- Area of Study 5:** Space and measurement
- Area of Study 6:** Data analysis, probability and statistics

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessment (40%)

Unit 3 - 20% Unit 4 - 20%

- Application Task
- Modelling or problem solving task

External Assessment (60%)

- Examination 1 - 1 Hour Examination (20%)
- Examination 2 - 2 Hour Examination (40%)

Subject Rationale

Specialist Mathematics provides for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Occupations

Engineering, Data or Research Analyst, Computer Programmer, Medical Scientist, Software Developer.

Unit 1-2 Specialist Mathematics

Length of Course:

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10 Pre - Methods or Core Plus mathematics course and a recommendation from the feeder school. Specialist Mathematics Unit 1-2 must be studied in conjunction with Mathematical Methods Unit 1-2.

Subject Description

Unit 1: Specialist Mathematics

- Area of study 1:** Algebra, number and structure
- Area of Study 2:** Discrete mathematics

Unit 2: Specialist Mathematics

- Area of Study 1:** Data analysis, probability and statistics

PERSONAL DEVELOPMENT VCE HEALTH AND HUMAN DEVELOPMENT (UNITS 1-4)

Learning Area Convenor:
James McKay
jmckay@crccs.vic.edu.au



Internal Report Includes:

Overall Achievement S or N

Summative Assessment Tasks

- School Assessed Coursework
- Case Studies

Examinations

- A 90 minute end of semester examination.

Unit 3-4 Health and Human Development

Length of Course: Full Year

Prerequisites:

Scored Assessment:

- An average of at least 55% in summative assessment tasks in Unit 1-2 Health and Human Development
- Students who have not completed Unit 1-2 Health and Human Development will be required to apply to the LAC for acceptance into Unit 3-4 Health and Human Development

Unit 3: *Australia's Health in a globalised world.*

Area of Study 1: Understanding Health and Wellbeing

Area of Study 2: Promoting Health in Australia

Unit 4: *Health and Human Development in a global context*

Area of Study 1: Global Health and Human Development

Area of Study 2: Health and Sustainable Development Goals

Assessment

Unscored Assessment: S or N

Unit 3 - *Australia's Health in a Globalised World*

- Understanding Health and Wellbeing Part A (short answer test)
- Understanding Health and Wellbeing Part B (short answer test)
- Promoting Health and Wellbeing (Case Study Analysis)

Unit 4: *Health and Human Development in a Global Context*

- Health and Wellbeing in a Global Context (data analysis)
- Health and the Sustainable Development Goals (case study analysis)

External Assessment

- Unit 3 and 4 VCAA Examination (contributes 50% to the calculation of a Study Score).

Subject rationale:

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Occupations:

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as nursing, nutrition, education, health, applied sciences and any other related fields.

Unit 1-2 Health and Human Development

Length of Course:

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10 Health and Human Development or Equivalent
- An interest in Health

Subject Description

Unit 1: *Understanding Health and Wellbeing*

Area of Study 1: Health Perspectives and Influences

Area of Study 2: Health and Nutrition

Area of Study 3: Youth Health and Wellbeing

Unit 2: *Managing Health and Development*

Area of Study 1: Developmental Transitions

Area of Study 2: Healthcare in Australia

PERSONAL DEVELOPMENT VCE OUTDOOR AND ENVIRONMENTAL STUDIES (UNITS 1-4)

Learning Area Convenor:
James McKay
jmckay@crccs.vic.edu.au



Subject rationale:

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. It aims to help students develop the skills and knowledge to engage safely in the outdoors, and foster respect and value for the diverse land we inhabit. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Entry and Pre-requisites:

There are no prerequisites for entry to Unit 1 however, it is important that students are aware of the following:

- This subject is a theory-based study which requires students to reflect upon and write about practical experiences.
- Students will be absent from school for 3 days / 2 nights once per term for their practical experiences.
- To enable the practical experience, there is a levy associated with this subject.

Unit 1-2 Outdoor and Environmental Studies

Unit 1: *Connections with outdoor environments*

Area of Study 1: Our place in outdoor environments

Area of Study 2: Exploring outdoor environments

Area of Study 3: Safe and sustainable participation in outdoor experiences

Unit 2: *Discovering outdoor environments*

Area of Study 1: Understanding outdoor environments

Area of Study 2: Observing impacts on outdoor environments

Area of Study 3: Independent participation in outdoor environments

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks

Assessment Tasks

Unit 1:

- Area of Study 1: 40 marks (Data Analysis/Case Study)
- Area of Study 2: 40 marks (Data Analysis/Case Study)

Unit 2:

- Area of Study 1: 40 marks (Data Analysis/Case Study)
- Area of Study 2: 40 marks (Data Analysis/Case Study)
- Area of Study 3: 40 marks (Written Report - Journal)

Examinations

- A 90 minute end of semester examination.

Unit 3-4 Outdoor and Environmental Studies

Length of Course: Full Year

Entry and Pre-requisites

There are no prerequisites for entry to Unit 3 however, it is important that students are aware of the following:

- This subject is a theory-based study which requires students to reflect upon and write about practical experiences.
- Students will be absent from school for 3 days / 2 nights once per term for their practical experiences.
- To enable the practical experience, there is a levy associated with this subject.

Students who have not completed Unit 1-2 Outdoor and Environmental Studies will be required to apply to the LAC for acceptance into Unit 3-4 Outdoor and Environmental Studies

Course Structure:

Unit 3: *Relationships with outdoor environments*

Area of Study 1: Changing human relationships with outdoor environments

Area of Study 2: Relationships with Australian environments in the past decade

Unit 4: *Sustainable outdoor environments*

Area of Study 1: The importance of healthy outdoor environments

Area of Study 2: The future of outdoor environments

Area of Study 3: Investigating outdoor environments

Assessment Tasks:

Unit 3: *Relationships with outdoor environments*

- Area of Study 1: 40 marks (Data Analysis/Case Study)
- Area of Study 2: 40 marks (Data Analysis/Case Study)

Unit 4: *Sustainable Outdoor Relationships*

- Area of Study 1: 40 marks (Data Analysis/Case Study)
- Area of Study 2: 40 marks (Data Analysis/Case Study)
- Area of Study 3: 40 marks (Written Report - Journal)

Examinations

- Unit 3 and 4 VCAA Examination (contributes 50% to the calculation of a Study Score).

PERSONAL DEVELOPMENT VCE PHYSICAL EDUCATION (UNITS 1-4)

Learning Area Convenor:
James McKay
jmckay@crccs.vic.edu.au



Area of Study 2: What are the contemporary issues associated with physical activity and sport?

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks (%)

- School Assessed Coursework
- Written Reports
- Practical Reports
- Structured Unseen Written Responses

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 Physical Education

Length of Course: Full Year

Prerequisites:

Scored Assessment

- Demonstrated ability to reach the College requirements in Unit 1-2 Physical Education.
- Students who have not completed Unit 1-2 Physical Education will be required to apply to the LAC for acceptance into Unit 3-4 Physical Education.

Subject Description

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

Area of Study 1: How are movement skills improved?

Area of Study 2: How does the body produce energy?

Area of Study 3: Integrated movement experiences

Unit 4: Training to Improve Performance

Area of Study 1: What are the foundations of an effective training program?

Area of Study 2: How is training implemented effectively to improve fitness?

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessment (50%)

- Movement Skills, Coaching and Practice (structured questions)
- Analysis of Movement: Biomechanics Principles (structured questions)
- Acute Responses and Energy System Contribution (laboratory report)
- Energy System Interplay and Fatigue and Recovery (structured questions)
- Foundations of a Training Program (written report)
- Training Methods (reflective folio)
- Training Program (written report)
- Chronic Adaptation (structured questions)

External Assessment

- 2 Hour Examination (50%)

Subject rationale:

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application.

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

Occupations:

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Unit 1-2 Physical Education

Length of Course:

Semester 1 - Unit 2

Semester 2 - Unit 1

Prerequisites:

- Successful completion of Year 10 Physical Education or equivalent.
- An interest in Physical Activity

Subject Description

Unit 1: The human body in motion

Area of study 1: How does the musculoskeletal system work to produce movement?

Area of Study 2: What role does the cardiorespiratory system play in movement?

Unit 2: Physical activity, sport, exercise and society

Area of Study 1: How do physical activity, sport and exercise contribute to healthy lifestyles?

PERSONAL DEVELOPMENT VET SPORT, AQUATICS AND RECREATION (YR 1 – 2)

Learning Area Convenor:
James McKay
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Internal Report Includes

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

Examinations (%)

- End of Year examination.

Unit 3 - 4 Sport, Aquatics and Recreation

Length of Course: Full Year

Prerequisites:

- Successful completion of Year 1 Sport, Aquatics and Recreation
- Students who have not completed Unit 1-2 Sport, Aquatics and Recreation will be unable to enroll into Unit 3-4 Sport, Aquatics and Recreation.

Units of Competency

SISSCO001	Conduct sport coaching with foundation level participants
SISXPLD004	Facilitate groups
SISXPLD002	Deliver recreation sessions
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes

Assessment

Scored and Unscored: C or NYC

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

Scored Assessment

Scored assessment is available for the Scored Units 3 and 4 sequence – Advise from VCAA pending.

External Assessment

- Examination

This course is delivered by Catholic Regional College Institute of Training – 22427

Subject rationale:

SIS30122 Certificate III in Sport, Aquatics and Recreation

This qualification provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation related industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program

Occupations:

The program is very hands-on and provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisation.

Unit 1 – 2 Sport, Aquatics and Recreation

Length of Course : Full Year

Prerequisites:

- An interest in Physical Activity
- Level 7 Swimming

Units of Competency

SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISSPAR009	Participate in conditioning for sport
SISXIND012	Select and use technology for sport, fitness and recreation work
SITEEVT022	Provide event production support
HLTWHS001	Participate in workplace health and safety
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment.
SISXCCS004	Provide quality service
SISXPLD005	Facilitate inclusion for people with disability
SISSSOF002	Continuously improve officiating skills and knowledge
HLTAID011	Provide first aid

PERSONAL DEVELOPMENT VET CERT II/III IN COMMUNITY SERVICES (YR 1-2)

Learning Area Convenor:
James McKay
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Internal Report Includes Overall Achievement: C, IP or N

Summative Assessment Tasks - IVET (online)

- Written Reports
- Practical Assessment
- Observation Reports
- Structured Written Responses

Examinations (%)

- A 1 hour and 45 minute end of Year examination.

Assessment

Unscored Assessment: C or N

Unit 3-4 - Community Service (Year 2)

Length of Course: Full Year

Year 2:

The program allows students to continue on from the Certificate II in Community Services (CHC22015), and obtain a partial completion of a Certificate III in Community Services. The Year 2 program allows students to apply their prior knowledge from Year 1 to the context of community development frameworks. This is explored through the three units of competency, allowing the students to theoretically and practically respond to client needs. The subject is recommended for those who have an interest in working in the community services industry or enjoy working with diverse groups of people. The Year 2 program allows students the opportunity to learn about the community services sector and explore specific contexts of work. The students develop skills in communication, working with diversity, workplace health and safety, administration and responding to client needs.

Units of Competency

CHCCCS016	Respond to client needs
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies

Internal Report Includes: C, IP, N

Assessment - IVET (online)

The students are required to complete a work performance assessment, which is also delivered as a Scored Assessment Task. The students complete a portfolio which includes the following:

- Practical observation tasks
- Five day volunteer placement
- Written test
- IVET assessment submission
- VCAA Examination (contributes to the calculation of a Study Score)

Unscored Assessment: C or N

Subject rationale:

The first year of the VET Community Services course allows students to obtain a Certificate II. The course allows students to engage within the community services industry through theoretical and practical study. The program is an entry study into the workplace as health and community service workers. The subject is recommended to students who are interested in working with people and the extended community.

Students have the opportunity to develop effective communication skills, establish professional skills for first point of contact, learn about models of society and diversity within the community, workplace policies and procedures and Work Health and Safety.

Occupations:

Migrant Support Worker, Community Health, Community Development Officer, Social Worker, Child Care Assistant, Allied Health Professional.

Unit 1 -2 - Community Service (Year 1)

Length of Course: Full Year

Prerequisites:

There are no prerequisites for entry to Year 1

Units of Competency

BSBWOR201	Manage personal stress in the workplace
BSBWOR202	Organise and complete daily work activities
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
FSKCM07	Interact effectively with others at work
FSKLRG09	Use strategies to respond to routine workplace problems
HLTAID011	Provide First Aid (Additional)

PERSONAL DEVELOPMENT CRC SYDENHAM SPORTS ACADEMY

Learning Area Convenor:
Andrew Mollica
amollica@crs.vic.edu.au



In order to capitalise on this unique opportunity, the CRC Sydenham Sports Academy will offer placements to 20 students who have applied and been identified as talented in their chosen sporting field. Successful applicants will share their homegroup and classes with other members of the sports academy. They will be housed in our new state of the art indoor Runnells Sports Stadium, where they will have direct access to their own training facility, as well as classroom spaces.

The Philosophical and Ethical Mission of our Sports Academy

Our Sports Academy aims to promote and instil virtues such as perseverance, discipline and teamwork. By emphasizing fair play, honesty, integrity and respect for others, the Sports Academy will help students to develop a strong moral character that they can carry into other aspects of their lives. Additionally, the Sports Academy will provide a platform for these athletes to compete at a high level while upholding the principles of sportpersonship.

The CRC Sydenham Sports Academy will endeavour to provide a holistic and well-rounded education for budding athletes. In addition to developing the physical skills, athletes will also learn important life skills such as time management, goal setting and leadership. The Sports Academy will offer academic programs that allow athletes to pursue their education alongside their athletic training.

Finally, our Sports Academy will embody the philosophy of human flourishing, which emphasises the importance of living a fulfilling and meaningful life. By helping athletes to develop their physical and mental capabilities, in an endeavour to reach their full potential, the Sports Academy will have contributed to producing citizens capable of humbly sharing their gifts, talents and knowledge, which will ultimately benefit the well-being of others in their wider communities.

The Program

The program has a dedicated timetable block allocated to students to undertake Sports Training. This comprises of three x 70-minute periods where student will take part in a recovery and rehabilitation session, a personalised strength and conditioning session in CRCFIT (personal training studio) with two qualified personal trainers and finally a sport specific skills session with a qualified coach that aims to improve the students' technical skills of their chosen sport. Our highly competent coaching staff comprises of individuals who have an extensive and vast range of experience having worked in A-League Soccer (Western United), AFLW (Carlton) and Representative Level Basketball at Keilor Thunder and Melton Thoroughbreds.

Students will also be exposed to a range of workshops and seminars held by industry specialists designed to professionally prepare and educate students for the rigour associated with elite sport. These will be held every fortnight on a Friday morning during the extended homegroup period. A retreat to the Australian Institute of Sport in Canberra also occurs within the calendar year. The workshops and seminars will cover a range of topics which include:

Education and Training Setting

Catholic Regional College Sydenham has a proven track record of fostering the development of some of the most highly talented sports men and women this country has seen. The names of those past alumni who grace the honour roll in our CRC Sydenham Sports Hall of Fame is a testament to that. Alongside these names have also been those students who have gone on to have great success in careers in exercise physiology, sports medicine, coaching, sports administration and event management.

We have long recognised that many of our students have exhibited the raw talent and ability to become elite in their chosen sporting fields, as either athletes or sports industry professionals, thus the requirement for a CRC Sydenham Sports Academy.

Vision

This new program which commenced in 2024, will seek to support the aspirations of those students seeking to carve out a career in the sports industry space – hence our mission statement reads as such: “Empowering the next generation of sporting excellence”. Through access to industry certified training facilities, professional coaches, strength and conditioning instructors and a dedicated curriculum delivered by a group of teachers who are experts in their fields of physical education and sport science – we believe that we can offer a unique educational package that will set up our students to thrive and succeed in what the Director of Deakin Sport, Professor David Shilbury describes as ‘The Golden Decade of Sport’. A comment made in relation to a recent survey commissioned by Deakin University where it is anticipated that as a nation we will host 10 major global sporting events over the next 10 years, generating thousands of job opportunities for those interested in sport-related fields. News Link: <https://this.deakin.edu.au/career/golden-decade-of-sport-ahead-for-australia>

PERSONAL DEVELOPMENT CRC SYDENHAM SPORTS ACADEMY

Learning Area Convenor:
Andrew Mollica
amollica@crs.vic.edu.au

- Fitness Testing (METS)
- Recovery Strategies & Practices
- Injury Prevention (Physiotherapy)
- Sports Nutrition / Hydration
- Referee/Officials Course
- Leadership Training
- Sports Psychology

All students will be required to complete the following subjects:

- English (Scored)
- VET Certificate III in Sport, Aquatics & Recreation – Year 1 or 2
- Religion & Society Unit 1-2
- Sports Training (includes: Sports Specific Skills Technical Training, Strength and Conditioning Training and Recovery Sessions)
- Subject Choice #1 (Student's Choice)
- Subject Choice #2 (Student's Choice) - Physical Education Unit 1-2 or Unit 3-4 (highly recommended)

Vocational Pathways

The CRC Sydenham Sports Academy is designed to provide students with the training and skills necessary to pursue careers in various areas of sports. Some of the more common vocational pathways associated with sport include:

Athlete: The ultimate goal of this pathway is to help students achieve success as professional athletes by giving them early access to highly specialised technical training, strength and conditioning, nutrition and mental preparation.

Coach: This pathway typically involves learning about coaching techniques, skill acquisition, tactical and game strategy awareness, leadership skills, player management, player learning styles and development.

Fitness Trainer: This pathway is associated with understanding human anatomy, exercise physiology, fitness testing and how to design and implement effective fitness programs.

Sports Medicine: This pathway leads to careers associated with physical therapy or sports medicine doctors. Here you learn about sports injury prevention, diagnosis, treatment, rehabilitation and recovery.

Sports Management: This pathway can lead to careers as sports agents, event coordinators, sports facility managers, marketing and promotion specialists. Students in this pathway typically learn about business management, public relations and event planning.

Below is a list of courses currently offered by Victoria University – these are pathways that we would encourage and advise students enrolled in the program to consider upon completion.

Scored & Unscored VCE Pathway – Victoria University

- Bachelor of Exercise Science (Sports Practice) – Code: ABHD – Study Score Requirement 25 English (EAL) OR 20 any other English
 - Bachelor of Exercise Science (Clinical Practice) – Code: ABHE – Study Score Requirement 25 English (EAL) OR 20 any other English
 - Bachelor of Fitness (Code: SBFI – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Bachelor of Physical Education and Sport Science (Code: SBPH – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Bachelor of Sports Science (Code: SBSA – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Bachelor of Exercise Sports Science/Psychological Studies (Code: SBHP – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Bachelor of Exercise Sports Science/Sports Management (Code: SBHS – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Bachelor of Sports Management/Bachelor Business (Code: SBSB – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Bachelor of Sports Management (Code: SBSM – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Bachelor of Outdoor Leadership (Code: SBOL – Study Score Requirement 25 English (EAL) OR 20 any other English)
 - Diploma of Remedial Massage (Code: HLT52015 – Must complete Pre-Training Review (PTR) and BKSBL Literacy and Numeracy Test)
 - Certificate IV in Fitness (Code: SIS40221- Must complete a LLN Test)
 - Foundations at VU (Code: JYAC)
- The link below goes to the Victoria University website that outlines the opportunities that are available for students under the Sport and Exercise Science pathways model:

<https://www.vu.edu.au/study-at-vu/courses/pathways-to-vu/sport-exercise-science-pathways>

Additional Information - Entry Requirements

- Complete Application Form and an Interview at CRC Sydenham (if you are short-listed)
- Levy \$350 (uniform, coaching, AIS)
- Reference Letter from Year 10 Co-ordinator
- Reference Letter from Coaches or Employers
- Most recent Year 10 Semester and Interim Reports
- Expectation that students will represent the College at SACCSS events, Cluster Sports Days and the CRC Sydenham Athletics Carnival

SCIENCE VCE BIOLOGY (UNITS 1-4)

Learning Area Convenor:
Gilda Zappone
gzappone@crs.vic.edu.au



Subject rationale:

VCE Biology enables students to investigate the processes involved in sustaining life at a cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advances.

Occupations

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. Biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, food science, health care, medicine and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science and sports science.

Unit 1-2 Biology

Length of Course: Full year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

Successful completion of Year 10 Science and a strong interest in science

Subject Description

Unit 1: How do organisms regulate their functions?

Area of study 1: How do cells function?

Area of Study 2: How do plant and animal systems function?

Area of Study 3: How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Area of Study 1: How is inheritance explained?

Area of Study 2: How do inherited adaptations impact on diversity?

Area of Study 3: How do humans use science to explore and communicate contemporary bioethical issues?

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks (%)

- Media analysis
- Bioinformatics exercise
- Scientific investigations
- Research investigations
- Case studies

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 Biology

Length of Course: Full Year

Prerequisites:

- Scored Assessment- An average of at least 55% in summative assessment tasks in Unit 1-2 Biology.
- Students who have not completed Unit 1-2 Biology will be required to apply to the LAC for acceptance into Unit 3-4 Biology.

Subject Description

Unit 3: How do cells maintain life?

Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?

Area of Study 2: How are biochemical pathways regulated?

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

Area of Study 1: How do organisms respond to pathogens?

Area of Study 2: How are species related over time?

Area of Study 3: How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment:

Unscored Assessment: S or N

Scored Assessment

School Assessed Coursework (SACs)

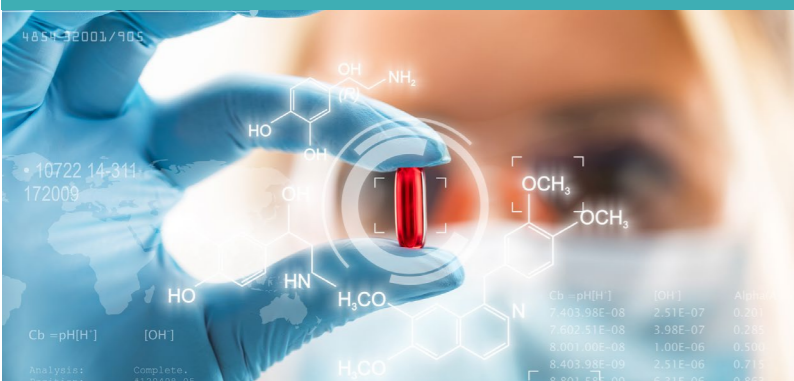
- Analysis and evaluation of a biological case study
- Analysis and evaluation of data
- Comparison and evaluation of practical activities
- Analysis and evaluation of a contemporary bioethical issue
- Student designed scientific investigation

External Assessment

- 2.5 Hour Examination (50%)

SCIENCE VCE CHEMISTRY (UNITS 1-4)

Learning Area Convenor:
Gilda Zappone
gzappone@crccs.vic.edu.au



Subject rationale:

VCE Chemistry enables students to investigate the five branches of chemistry: organic, inorganic, analytical, physical and biological, through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Students develop a range of transferable, work related skills and apply chemical knowledge, scientific skills and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

Occupations

VCE Chemistry provides the foundation for students wishing to pursue chemistry at university. Studies in chemistry can lead to a range of careers. Chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, medicine, meteorology, nursing, pharmacy, toxicology, veterinary science and viticulture.

Unit 1-2 Chemistry

Length of Course: Full year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

- Successful completion of Year 10 science, a strong interest in science, and a recommendation from the feeder school.

Subject Description

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

Area of study 1: How do the chemical structures of materials explain their properties and reactions?

Area of Study 2: How are materials quantified and classified?

Area of Study 3: How can chemical principles be applied to create a more sustainable future?

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

Area of Study 1: How do chemicals interact with water?

Area of Study 2: How are chemicals measured and analysed?

Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks (%)

- Comparison of chemical concepts/experimental methodologies
- Problem-solving task
- Response to stimulus material
- Analysis of secondary data
- Scientific investigation

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 Chemistry

Length of Course: Full Year

Prerequisites: Students who have not met the prerequisites will be required to apply to the LAC for acceptance into Unit 3 & 4 Chemistry.

Scored Assessment:

- Satisfactory completion of Units 1 & 2 chemistry
- An average of at least 55% in summative assessment tasks in Unit 1 & 2 Chemistry.

Subject Description

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

Area of Study 1: What are the current and future options for supplying energy?

Area of Study 2: How can the rate and yield of chemical reactions be optimised?

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

Area of Study 1: How are organic compounds categorised and synthesised?

Area of Study 2: How are organic compounds analysed and used?

Area of Study 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessed Coursework (SACs) (50%)

- Comparison of chemical concepts/experimental methodologies
- Problem-solving task
- Response to stimulus material
- Analysis of secondary data
- Scientific investigation

External Assessment (50%)

- 2.5 Hour Examination

SCIENCE VCE PHYSICS (UNITS 1-4)

Learning Area Convenor:
Gilda Zappone
gzappone@crccs.vic.edu.au

Subject rationale:

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. Students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws.

In VCE Physics, students develop and extend a range of scientific inquiry skills. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

Occupations:

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, communications, engineering, geophysics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, materials science, neuroscience, remote sensing, renewable energy, sport science and transport safety.

Unit 1-2 Physics

Length of Course: Full year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites:

Successful completion of Year 10 science, a strong interest in science and a recommendation from the feeder school

Subject Description

Unit 1: How is energy useful to society?

Area of study 1: How are light and heat explained?

Area of Study 2: How is energy from the nucleus utilised?

Area of Study 3: How can electricity be used to transfer energy?

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

Area of Study 1: How is motion understood?

Area of Study 2: How does physics inform contemporary issues and applications in society?

Area of Study 3: How do physicists investigate questions?

Internal Report Includes

Overall Achievement S or N

Summative Assessment Tasks (%)

- Laboratory reports
- Written tests
- Scientific investigations
- Research investigations
- Case studies

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 Physics

Length of Course: Full Year

Prerequisites:

Scored Assessment

- An average of at least 55% in summative assessment tasks in Unit 1-2 Physics.
- Students who have not completed Unit 1-2 Physics will be required to apply to the LAC for acceptance into Unit 3-4 Physics.

Subject Description

Unit 3: How do fields explain motion and electricity?

Area of Study 1: How do physicists explain motion in two dimensions?

Area of Study 2: How do things move without contact?

Area of Study 3: How are fields used in electricity generation?

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

Area of Study 1: How has understanding about the physical world changed?

Area of Study 2: How is scientific inquiry used to investigate fields, motion or light?

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessed Coursework (SACs) (50%)

- Analysis and evaluation of data
- Application of physics concepts to explain a theory
- Problem-solving in a real-world context
- Comparison and evaluation of two physics phenomena or concepts
- Student designed practical investigation

External Assessment

- 2.5 Hour Examination (50%)

SCIENCE VCE PSYCHOLOGY (UNITS 1-4)

Learning Area Convenor:
Gilda Zappone
gzappone@crs.vic.edu.au

Subject rationale:

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research.

Occupations

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Registered psychologists work in a range of settings including clinical, developmental, educational, health, neuropsychology and organisational psychology. Opportunities that do not involve being a registered psychologist include communications specialists, community health and welfare, human resources, policy and planning, social work and teaching.

Unit 1-2 Psychology

Length of Course: Full year

Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites

Successful completion of Year 10 Science and a strong interest in science

Subject Description

Unit 1: How are behaviour and mental processes shaped?

Area of study 1: What influences psychological development?

Area of Study 2: How are mental processes and behaviour influenced by the brain?

Area of Study 3: How does contemporary psychology conduct and validate psychological research?

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

Area of Study 1: How are people influenced to behave in particular ways?

Area of Study 2: What influences a person's perception of the world?

Area of Study 3: How do scientific investigations develop an understanding of influences on perceptions and behaviour?

Internal Report Includes:

Overall Achievement S or N

Summative Assessment Tasks (%)

- Media Analysis
- Written tests
- Scientific investigations
- Research investigations
- Case studies

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 Psychology

Length of Course: Full Year

Prerequisites:

Scored Assessment

- An average of at least 55% in summative assessment tasks in Unit 1-2 Psychology.
- Students who have not completed Unit 1-2 Psychology will be required to apply to the LAC for acceptance into Unit 3-4 Psychology.

Subject Description

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

Area of Study 1: How does the nervous system enable psychological functioning?

Area of Study 2: How do people learn and remember?

Unit 4: How is mental wellbeing supported and maintained?

Area of Study 1: How does sleep affect mental processes and behaviour?

Area of Study 2: What influences mental wellbeing?

Area of Study 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

Assessment

Unscored Assessment: S or N

Scored Assessment

School Assessed Coursework (SACs) (50%)

- An analysis of a psychological case study
- Data analysis
- Comparison and evaluation of practical activities
- Analysis and comparison of contemporary media texts
- Student designed scientific investigation

External Assessment

- 2.5 Hour Examination (50%)

SCIENCE VCE ENVIRONMENTAL SCIENCE (UNITS 1-4)

Learning Area Convenor:
Gilda Zappone
gzappone@crs.vic.edu.au

Subject rationale:

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressures on Earth's natural resources and ecosystem services.

Students develop a range of inquiry skills and apply knowledge, scientific skills and critical and creative thinking to investigate and analyse contemporary environment-related issues and communicate their views from an informed position.

Occupations

VCE Environmental Science provides for direct pathways to a range of careers including atmospheric sciences, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including architecture, environmental law, environmental advocacy and consultancy, government policy development and regional and urban planning. Environmental scientists work in cross-disciplinary areas such as coastal management, climate risk management and disaster risk management.

Unit 1-2 Environmental Science

Length of Course: Full year

Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites:

Successful completion of Year 10 Science and a strong interest in science.

Subject Description

Unit 1: How are Earth's dynamic systems interconnected to support life?

Area of study 1: How are Earth's systems organised and connected?

Area of Study 2: How do Earth's systems change over time?

Area of Study 3: How do scientific investigations develop understanding of how Earth's systems support life?

Unit 2: What affects Earth's capacity to sustain life?

Area of Study 1: How can we manage pollution to sustain Earth's systems?

Area of Study 2: How can we manage food and water security to sustain Earth's systems?

Area of Study 3: How do scientific endeavours contribute to minimising human impacts on earth's systems?

Internal Report Includes:

Overall Achievement S or N

Summative Assessment Tasks (%)

- Media Analysis
- Written tests
- Scientific investigations
- Research investigations
- Case studies

Examinations (%)

- A 90 minute end of semester examination.

Unit 3-4 Environmental Science

Length of Course: Full Year

Prerequisites:

Scored Assessment

- An average of at least 55% in summative assessment tasks in Unit 1-2 Environmental Science.
- Students who have not completed Unit 1-2 Environmental Science will be required to apply to the LAC for acceptance into Unit 3-4 Environmental Science.

Subject Description

Unit 3: How can biodiversity and development be sustained?

Area of Study 1: Why is maintaining biodiversity worth a sustained effort?

Area of Study 2: When is development sustainable?

Unit 4: How can climate change and the impacts of human energy be managed?

Area of Study 1: How can we respond to climate change?

Area of Study 2: What might be a more sustainable mix of energy sources?

Area of Study 3: How is scientific inquiry used to investigate contemporary environmental challenges?

Assessment:

Unscored Assessment S or N

Scored Assessment

School Assessed Coursework (SACs) (50%)

- Presentation of recommendations on an issue
- Practical response to an environmental issue
- Analysis and evaluation referencing sustainability principles
- Evaluation of an environmental scenario, case study, issue or challenge.
- Scientific investigation

External Assessment

- 2.5 Hour Examination (50%)

SCIENCE

VET LABORATORY SKILLS (YR 1-2)

Learning Area Convenor:
Gilda Zappone
gzappone@crs.vic.edu.au



MSL922002	Record and present data
MSL973025	Perform basic tests
MSL973017	Assist with fieldwork
MSL913004	Plan and conduct laboratory/field work
BSBCM211	Apply communication skills

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

Examinations

- End of year examination.

Unit 3 - 4 Laboratory Skills

Length of Course: Full Year

Prerequisites

- Scored Assessment - Successful completion of Year 1 VET Laboratory Skills.

Subject Description

MSL973026	Prepare working solutions
MSL973028	Perform microscopic examination
MSL933009	Contribute to the achievement of quality objectives
MSL973015	Prepare culture media
MSL973027	Perform techniques that prevent cross-contamination

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

Assessment

Scored and Unscored C or N

Scored Assessment

- Students wishing to receive an ATAR contribution for VCE VET Laboratory Skills must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination which is worth 34% of the overall study score.

This course is delivered by Catholic Regional College Institute of Training – 22427

Subject rationale:

MSL30122 Certificate III in Laboratory Skills

This preparatory qualification reflects the role of workers who perform a limited range of laboratory operations and is the entry-level qualification required for laboratory personnel across all industry sectors.

The program is very hands-on and provides exposure to employment pathways within all laboratory industry sectors.

Occupations

Students may pursue a career or further training in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education.

Unit 1 – 2 Laboratory Skills

Length of Course: Full year

Prerequisites

Successful completion of Year 10 science, a strong interest in science. It is favourable for students to be enrolled in another science subject such as biology or chemistry.

Subject Description

MSL943004	Participate in laboratory or field workplace safety
MSL933005	Maintain the laboratory/field workplace fit for purpose
MSL934010	Maintain and control stock

TECHNOLOGY

VCE APPLIED COMPUTING (UNITS 1-2)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Subject Rationale:

VCE Applied Computing facilitates student-centered learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. 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.

Occupations:

VCE Applied Computing provides a pathway for further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Unit 1-2 Applied Computing

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2- Unit 2

The study is made up of six units.

Unit 1: Applied computing

Unit 2: Applied computing

Unit 3: Data analytics

Unit 4: Data analytics

Unit 3: Software development

Unit 4: Software development

Note: students may elect to undertake one or both of these Units 3 and 4 sequences.

Prerequisites: N/A

Subject Description

Unit 1: Applied Computing

Area of study 1: Data analysis

Area of Study 2: Programming

Unit 2: Applied Computing

Area of Study 1: Innovative solutions

Area of Study 2: Cyber security

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- Written report
- An annotated visual report
- Case study with structured questions
- The design of a wireless network or a working model of a wireless network

Examinations (50%)

- A 90 minute end of semester examination.

TECHNOLOGY

VCE DATA ANALYTICS (UNITS 3-4)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Subject Rationale:

VCE Data Analytics allows students to 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 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.

Occupations:

VCE Data analytics provides a pathway for further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Unit 3-4 Data Analytics

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2- Unit 4

Prerequisites: N/A

Scored Assessment:

- An average of at least 55% in summative assessment

Unscored Assessment:

- Satisfactory completion of formative & summative assessments.

Subject Description:

Unit 3: Data Analytics

Area of Study 1: Data analytics

Area of Study 2: Data analytics: analysis and design

Unit 4: Data Analytics

Area of Study 1: Data analytics: development and evaluation

Area of Study 2: Cyber security: data security

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Written report
- A project plan
- Collection of complex data sheets
- Analysis and evaluation

External Assessment

- 2 Hour Examination (50%)

TECHNOLOGY

VCE SOFTWARE DEVELOPMENT (UNITS 3-4)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Subject Rationale:

VCE Software Development allows students to 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. 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.

Occupations:

VCE Software development provides a pathway for further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Unit 3-4 Data Analytics

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites: N/A

Scored Assessment:

- An average of at least 55% in summative assessment

Subject Description:

Unit 3: Software Development

Area of Study 1: Software development: programming

Area of Study 2: Software development: analysis and design

Unit 4: Software Development

Area of Study 1: Software development:
development and evaluation

Area of Study 2: Cyber security: secure software
development practices

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Usability tests
- Written report

External Assessment

- 2 Hour Examination (50%)

TECHNOLOGY

VCE FOOD STUDIES (UNITS 1-4)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Unit 2: Food makers

Area of Study 1: Australia's food systems

Area of Study 2: Food in the home.

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- Research inquiry
- Design brief
- Short-answer questions

Examinations (50%)

- A 90 minute end of semester examination.

Unit 3-4 Food Studies

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites: N/A

Scored Assessment:

- An average of at least 55% in summative assessment

Subject Description:

Unit 3: Food in daily life

Area of Study 1: The science of food

Area of Study 2: Food choices, health and wellbeing

Unit 4: Food issues, challenges and futures

Area of Study 1: Navigating food information

Area of Study 2: Environment and ethics

Assessment:

Unscored Assessment: S or N

Scored School Assessment (50%)

- Short-answer questions
- Practical activities and records
- Media analysis

External Assessment

- 1.5 Hour Examination (40%)

Subject Rationale:

VCE Food Studies expands on practical skills and examines the background to Australia's varied and abundant food supply, to reasons of our food choices. Food Studies offers students a program to mature their knowledge of food while acquiring skills that enable them to take ownership of their food decisions and eating patterns.

Occupations:

VCE Food Studies provides for continuing pathways within the hospitality and food science certificates. Linked occupations include: food scientist, dietitian, chef, food processing, nutritionist, food technologist or caterer to name a few.

Unit 1-2 Food Studies

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Unit 2 Food Studies (SINGLE UNIT)

Length of Course: Half Year

Semester 1 - Unit 2

Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1: Food origins

Area of study 1: Food around the world

Area of Study 2: Food in Australia

TECHNOLOGY

VCE SYSTEMS ENGINEERING (UNITS 1-4)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Area of Study 2: Producing and evaluating electrotechnological systems

Internal Report Includes:

Overall Achievement: S or N

Summative Assessment Tasks (50%)

- Production work
- Student journal
- Practical demonstration

Examinations (50%)

- A 90 minute end of semester examination.

Unit 3-4 Systems Engineering

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites: N/A

Scored Assessment:

- An average of at least 55% in summative assessment

Subject Description:

Unit 3: Integrated and controlled systems

Area of Study 1: Integrated and controlled systems design

Area of Study 2: Clean energy technologies

Unit 4: Systems control

Area of Study 1: Producing and evaluating integrated and controlled systems

Area of Study 2: New and emerging technologies

Assessment:

Unscored Assessment: S or N

Scored School Assessment (70%)

- Short written report
- Record of investigation, design, planning and production

External Assessment

- 1.5 Hour Examination (30%)

Subject Rationale:

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through a project-based learning approach. This study allows students to develop capabilities in and knowledge about the design, operation, construction, assembly, maintenance, repair and evaluation of technological systems. The study emphasises integration of basic mechanical, electrotechnology, physics and mathematical skills with practical skills. Students also learn about different energy sources and new emerging technologies.

Occupations:

Systems engineering, electrical/electronic engineering, mechanical engineering, computer programming, robotics, information technology, design technology

Unit 1-2 Systems Engineering

Length of Course: Full Year

Semester 1 - Unit 1

Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1: Mechanical systems

Area of study 1: Mechanical system design

Area of Study 2: Producing and evaluating mechanical systems

Unit 2: Electrotechnological systems

Area of Study 1: Electrotechnological systems design

TECHNOLOGY

VET CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (YEAR 1-2)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Subject Rationale:

The Certificate in IDMT provides students with entry level training in the exciting new medium of digital technology. This course provides students with the skills and knowledge to be competent in introductory ICT technologies. This qualification is designed to support ICT activities in the workplace and to achieve a degree of self-sufficiency as an intermediate ICT user. This certificate would be complementary to students undertaking VCE Applied Computing unit 1 and 2, then furthermore into VCE unit 3 and 4 data analytics or software development.

Occupations:

Possible job outcomes This course will prepare participants for work as web page designers, animators, visualisers and digital video and multimedia producers. With additional training and experience potential employment opportunities can include web designer or developer, games designer, animator or special effects produce

Year 1

Length of Course: Full year

Prerequisites: N/A

Subject Description

ICTICT214	Operate Application Software Packages
ICTPRG302	Apply Introductory Programming Techniques
BSBXCS303	Securely manage personally identifiable information
BSBXTW301	Work in a team
ICTICT213	Use Computer Operating Systems and Hardware
BSBCRT301	Apply critical thinking skills in a team environment
ICTWEB304	Build Simple Web Pages

Internal Report Include

Overall Achievement C or N

Summative Assessment Tasks

- Written/Online tests
- Work performance observations

Examinations

- A 90 minute end of year examination.

Year 2

Length of Course: Full Year

Prerequisites:

- Successful completion of Year 1 VCE VET Information Digital Media and Technology

Subject Description

ICTSAS310	Install, configure and secure a small office or home office network
ICTSAS309	Maintain and repair ICT equipment and software
ICTSAS312	Provide basic system administration
ICTSAS305	Provide ICT advice to clients
ICTICT313	Identify IP, ethics and privacy policies in ICT environments

Assessment

Unscored Assessment: C or N

Scored Assessment

School Assessment (66%)

- Work performance observations
- Written tests

External Assessment

- 1.5 Hour Examination (34%)

TECHNOLOGY

VET CERTIFICATE II FURNITURE MAKING PATHWAYS (YR 1-2)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Subject Rationale:

The VCE VET Furniture Making Pathways students will develop knowledge and experience in a variety of areas including preparing surfaces, making simple timber joints, developing a career plan for the furnishing industry, assembling furniture components as well as working in a team. This program provides young people with the opportunity to gain comprehensive entry level training in the furnishing industry.

Occupations:

Cabinet maker, furniture designer and maker, soft furnishing maker, upholsterer, textile technician/mechanic, furniture restorer, cabinet maker, kitchen and bathroom installer, flooring installer.

Year 1

Length of Course: Full year

Prerequisites: N/A

Subject Description

MSFFP2012	Join furnishing materials
MSMPCI103	Demonstrate care and apply safe practices at work
MSFFP2019	Source and review information about kitchen, bathroom and laundry design
MSFFP2018	Source and review information about furnishing product materials
MSMENV272	Participate in environmentally sustainable work practices
MSFFP2017	Develop a career plan for the furnishing industry
MSFFP2014	Use basic finishing techniques on timber surfaces
MSMSUP106	Work in a team

Internal Report Include

Overall Achievement C or N

Summative Assessment Tasks (%)

- Work performance
- Product
- Portfolio

Examinations

- A 90 minute end of year examination.

Year 2

Prerequisites:

- Successful completion of Year 1 VET Furniture Making Pathways

Subject Description

MSFFM2013	Use furniture making sector hand and power tools
MSFGN2001	Make measurements and calculations
MSFFP2020	Undertake a basic furniture making project
MSFFM2019	Assemble furnishing products

VOCATIONAL EDUCATION

VET CERT III IN FOOD PROCESSING (RETAIL BAKING) (YR1-2)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Subject Rationale:

The Retail baking course will provide participants with the foundation knowledge and skills to achieve entry level competencies which will enhance their employment prospects within the bakery industry.

This course is for people who wish to work in the retail baking sector of the foods processing industry in hot bread kitchens, specialty cake /patisserie shops, franchises, in store bakeries and similar outlets.

The course comprises a group of compulsory core units, specialist elective group units and optional units some specific to this sector of the industry and others covering general skills.

Further training and education in a variety of job functions could lead to apprenticeships and traineeships.

Units of competency - Year 1

FBPRBK3009	Produce biscuit and cookie products 80 hours
FBPWHS2001	Participate in work health and safety process 40 hours
FBPFSSY2002	Apply food safety procedures 30 hours
FBPRBK3016	Control and order bakery stock 40 hours
FDFOP2069	Use numerical applications in the workplace 30 hours
FBPRBK2002	Use food preparation equipment to prepare fillings 40 hours
FBPRBK3018	Produce basic artisan products 100 hours
FBPRBK3014	Produce sweet yeast products 100 hours

Units of competency - Year 2

FBPRBK3008	Produce cake and sponge products 80hours
FBPRBK3002	Produce non laminated pastry products 80 hours
FBPRBK3006	Produce savoury bread products 100 hours
FBPRBK3007	Produce specialty flour bread products 100 hours
FBPRBK3001	Produce laminated pastry products 100 hours
FBPRBK3010	Produce cake and pudding products 120 hours

Personal Appearance and Hygiene:

We expect our students to present themselves in a manner befitting for a bakery business. **We do not allow facial piercings, excessive amounts of jewelry or make-up, untidy hair styles or personal appearance.** Good personal hygiene and good appearance is imperative in any industry dealing with the public. Long hair must be tied and pinned back at all times. Nail varnish is not to be worn.

Uniform:

It is expected that all uniforms are properly laundered and pressed.

- Bakery top
- Checked pants
- Black closed shoes (no sneakers)
- Flat top hat
- White full apron

Homework Assessment Tasks and Tests:

All units of competence in the program have to be assessed on more than one occasion in a variety of ways such as observation checklists, tests, assignments and research.

VOCATIONAL EDUCATION

VET FURNISHING (PICTURE FRAMING)

Learning Area Convenor:
Donna Williams
dwilliams@crs.vic.edu.au

Subject Teacher:
Rocco Siciliano
rsiciliano@crs.vic.edu.au



Year 1 Furnishing

Length of Course: Full Year

Prerequisite: None

Units of Competency

MSMWHS200	Work safely
MSFGN2001	Make measurements and calculations
MSFPF2013	Cut and handle glazing materials for framing
MSFPF2009	Cut mouldings to length
MSFPF2010	Join mouldings
MSFPF2014	Assemble basic artwork packages
MSMSUP106	Work in a team

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

Year 2 Furnishing

Length of Course: Full Year

Prerequisites:

- Students who have not completed Year 1 Furnishing will be unable to enroll into Year 2 Furnishing

Units of Competency

MSFPF2011	Mount artwork
MSFPF2012	Cut mat boards
MSFPF3016	Assemble complex artwork packages
MSMSUP102	Communicate in the workplace
TLIA0020	Package goods

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

This course is delivered by Catholic Regional College Institute of Training – 22427

Subject Rationale:

MSF20122 - Certificate II in Furnishing

This certificate course is carried out at Catholic Regional College Sydenham in the Trade Training Centre. As well as a workshop where the majority of training is undertaken there is also a retail store, Frames@CRC.

The aim of the VET Furnishing (Picture Framing) program is to:

- Provide participants with the basic essentials of Picture framing in this specialist area
- Train them to put together and join picture frame moldings, mount artwork and handle glazing materials
- Gain competence in accurately measuring and performing calculations, as well as use
- Hand held power tools
- Provide students with the skills to communicate with colleagues and customers as well as
- Working effectively in a team.

This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving known routines and procedures and some accountability for the quality of outcomes.

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that include employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

The Certificate II in Furnishing is a broad qualification that can be utilized as an introductory prevocational program or provide entry-level skills for production. Work in picture framing by selecting the particular elective units of competence specific for this part of the Furnishing industry.

VOCATIONAL EDUCATION CERTIFICATE II IN COOKERY

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au



Occupations:

breakfast cook, catering assistant, fast food cook, sandwich hand, takeaway cook.

Unit 1-2 Cookery (Manna)

Units of Competency

SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHKOP009*	Clean kitchen premises and equipment
SITHCCC023*	Use food preparation equipment
SITHCCC024*	Prepare and Present Simple Dishes
SITHCCC025*	Prepare and present sandwiches
SITXCCS011	Interact with Customers
SITHCCC027*	Prepare dishes using basic methods of cookery
SITXINV006*	Receive, store and maintain stock

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment Tasks

- Written Questions
- Practical Assessments
- Observations
- Logbooks

Unit 3-4 Cookery (Manna)

Prerequisites:

- Successful completion of Year 1 Cookery
- Students who have not completed Unit 1 - 2 Cookery will be unable to enrol into Unit 3-4 Cookery.

Units of Competency

SITHCCC028	Prepare appetisers and salads
SITHCCC030	Prepare vegetable, fruit, egg and farinaceous dishes
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC034	Work effectively in a commercial kitchen

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment Tasks

- Written Questions
- Practical Assessments
- Observations
- Logbooks

This course is delivered by Catholic Regional College Institute of Training – 22427

Subject Rationale:

SIT20421 - Certificate II in Cookery

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not provide the skills required by commercial cooks, which are covered in SIT30821 Certificate III in Commercial Cookery.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

VOCATIONAL EDUCATION

SIT20421 - CERTIFICATE II IN COOKERY & SIT20322 -
CERTIFICATE II IN HOSPITALITY

Learning Area Convenor: Subject Teacher:
Renée Micallef Richard McGuire
rmicallef@crs.vic.edu.au rmcguire@crs.vic.edu.au

Subject Rationale:

SIT20421 - Certificate II in Cookery and
SIT20322 - Certificate II in Hospitality

This dual program provide students with a broad range of skills and knowledge to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

The program is very hands-on and focuses on providing exposure to employment pathways within the hospitality setting and a pathway towards achieving the requirements for trade recognition as a cook.

In year 2 students will have the opportunity to select to continue with either Hospitality or Cookery. This is primarily an afternoon and evening course with students operating a commercial restaurant for a range of services and events

Occupations:

Cookery - Breakfast cook, catering assistant, fast food cook, sandwich hand, takeaway cook.

Hospitality - Bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, porter or room attendant.

Units 1-2 Year 1 Dual Program

Length of Course: Full Year

Units of Competency

SITXFSA005	Use hygiene practices for food safety
SITXWHS005	Participate in safe work practices
SITHKOP009	Clean kitchen premises and equipment
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC024	Prepare and present simple dishes
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITHFAB021	Provide responsible service of alcohol
SITXINV006	Receive, store and maintain stock
BSBTWK201	Work effectively with others
SITXCOM007	Show social and cultural sensitivity
SITHIND006	Source and use information on the hospitality industry

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment Tasks

- Written Questions
- Practical Assessments
- Observations
- Logbooks

Examinations

- End of year examination.

Units 3-4 Year 2 Hospitality

Length of Course: Full Year

Prerequisites:

- Successful completion of Units 1-2 Hospitality and Cookery Dual Program

Units of Competency

SITHFAB024*	Prepare and serve non-alcoholic beverages
SITHFAB022*	Clean and tidy bar areas
SITHFAB036	Provide advice on food
SITHFAB027*	Serve food and beverage
SITXFIN007	Process Financial Transactions

Units 3-4 Year 2 - Cookery

Length of Course: Full Year

Prerequisites:

- Successful completion of Units 1-2 Hospitality & Cookery Dual Program

Units of Competency

SITHCCC028*	Prepare appetisers and salads
SITHCCC030*	Prepare vegetable, fruit, egg and farinaceous dishes
SITHCCC029*	Prepare stocks, sauces and soups
SITHCCC034*	Work effectively in a commercial kitchen

Internal Report Includes:

Overall Achievement: C or N

Summative assessment

- Written Questions
- Practical Assessments
- Observations
- Logbooks

Scored Assessment

- Students wishing to receive an ATAR contribution for VCE VET Hospitality must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination which is worth 34% of the overall study score.

External Assessment

- Examination



VOCATIONAL EDUCATION VET CERT II SALON ASSISTANT (YR 1-2)

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au

Subject Teacher:
Jo A'Bear
jabear@crs.vic.edu.au



Subject Rationale:

SHB20216 - Certificate II in Salon Assistant

This qualification reflects the skills and knowledge students gain in a pre apprenticeship qualifications. The qualification can be credit transferred to Certificate III in Hairdressing or Barbering. Giving students up to 35% of their Certificate III Hairdressing or Barbering completed. Students train in a fully function Hair Salon The Village Style on site at CRCS. Small class numbers are working on real clients in a commercial Salon. The salon uses Keune professional Products.

Year 1 Salon Assistant

Length of course: Full year

Prerequisites: None

Units of Competency

BSBWHS201	Contribute to health and safety of others
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS003	Greet and prepare clients for salon services
SHHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHHBAS002	Provide head, neck and shoulder massages for relaxation
SHBXIND002	Communicate as part of a salon team

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

Year 2 Salon Assistant

Length of course: Full Year

Prerequisites:

- Successful completion of Year 1 Salon Assistant
- Students who have not completed Year 1 salon Assistant will be unable to enrol in Year 2.

Units of Competency

SHBXIND001	Comply with organisational requirements within a personal services environment
SHBHDES002	Braid hair
SHBXCCS001	Conduct salon financial transactions
SHBHIND002	Research and use hairdressing industry information
SIRRINV001	Receive and handle retail stock (Additional)
SIRRMER001	Produce visual merchandise displays

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

This course is delivered by Catholic Regional College Institute of Training - 22427

VOCATIONAL EDUCATION VET SIGNAGE

Learning Area Convenor:
Renée Micallef
rmicallef@crs.vic.edu.au

Subject Teacher:
Mark Weragoda
mweragoda@crs.vic.edu.au



Units 1-2

Length of course: Full Year

Year 1

CPCCWHS1001	Prepare to work safely in the construction industry* (delivered through third party arrangement - Star Training & Assessing – Code 21830)
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
HLTAID011	Provide first aid
VU23072	Produce basic signs
CPCCCM1015	Carry out measurements and calculations
VU23071	Use sign industry tools and equipment

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment Tasks

- Written Questions
- Practical Assessments
- Observations

Units 3-4

Length of course: Full Year

Entry and Pre-requisites

CPCCWHS2001	Apply WHS requirements and policies and procedures in the construction industry
CPCCM1015	Carry Out Measurements and Calculations
CPCCWHS1001	Prepare to work safely in the construction industry

Year 2

VU23075	Operate a CNC machine to produce signage components
CPCCSG3016	Prepare surfaces for signs
CPCCCM1014	Conduct workplace communication
CPCCCM2010B	Work safely at heights
VU23073	Produce basic computer aided manufactured vinyl signs

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment Tasks

- Written Questions
- Practical Assessments
- Observations

This course is delivered by Catholic Regional College Institute of Training – 22427

This program is currently set to expire on 31 December 2025. VRQA-registered RTOs can continue to teach out beyond the transition end date as long as the learner was enrolled before the end date.

Subject Rationale:

22573VIC - Certificate II in Signage and Graphics

This certificate course is carried out at Catholic Regional College Sydenham in the Trade Training Centre. The classroom/workspace also acts as a shop front to the business SYD Signs. The business is open to the public, giving the students the opportunity to enhance their customer service skills as well as the specific trade training of this program.

Course Description:

The course prepares graduates with the basic skills and knowledge to undertake apprenticeship training within the signage and graphics industry. Students are trained using the latest equipment such as UV Flatbed Digital and inkjet Digital printers.

To become a fully qualified sign writer, participants then undertake an apprenticeship leading to Certificate III signage Qualification.

The aim of the VET Signage and Graphics program is to:

- Provide students with the foundation knowledge and skills to enhance their employment prospects with the signage industry
- Provide knowledge and skills in the use of a range of job functions
- Enable participants to gain a recognized credential and make a more informed choice of vocational career paths.

VOCATIONAL EDUCATION VET RETAIL COSMETICS

Learning Area Convenor:
Renée Micallef
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Subject Teacher:
Rebecca Russell
russell@crs.vic.edu.au



Subject Rationale:

SHB20121 - Certificate II in Retail Cosmetics

The Certificate II in Retail Cosmetics reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. They follow known routines and procedures, and work under direct supervision.

Course Description

This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.

Possible job roles and career pathways include:

- beauty counter assistant
- retail hairdressing salon assistant
- department store assistant
- assistant cosmetics representative
- nail salon assistant.

This course is designed to be delivered over a 2 year period. Delivery of units to be advised prior to commencement of 2025.

Please note * electives are subject to change

Units 1-2:

SHBXWHS003	Apply safe hygiene, health and work practices
SHBBINF002	Maintain infection control standards
SHBBCCS004	Demonstrate retail skin care products
SIRXIND003	Organise personal work requirements
SHBXCCS007	Conduct salon financial transactions
SIRRINV001	Receive and handle retail stock
SHBXIND005	Communicate as part of a salon team
SHBBMUP009	Design and apply make-up

Units 3-4:

SHBBCCS005	Advise on beauty products and services
SHBBRES003	Research and apply beauty industry information
SIRRMER001	Produce visual merchandise displays
SHBXIND003	Comply with organisational requirements within a personal services environment
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SHBBFAS004	Provide lash and brow services

No pre-requisites for this course.

Summative Tasks:

- Written reports
- Practical Assessments
- Observation Reports
- Structured written responses

Internal Report Includes:

Overall Achievement: C or N

This course is delivered by Catholic Regional College Institute of Training – 22427

VOCATIONAL EDUCATION VET HORTICULTURE

Learning Area Convenor:
Donna Williams
dwilliams@crs.vic.edu.au



Subject Rationale:

AHC20422 - Certificate II in Horticulture

Horticulture is the cultivation of plants for food, materials, comfort and decoration. Horticulturists use their knowledge, skills, and technologies to grow intensively produced plants for human food and non-food uses and for personal or social needs.

This qualification is targeted to students who would like to become horticultural specialists by completing a higher qualification in the following industry areas:

- Landscape design and construction
- Green infrastructure
- Urban agriculture
- Community gardening
- Nursery production
- Conservation and land management

Year 1 Horticulture

Length of Course: Full Year

Prerequisites: None

Units of Competency

AHPCPM204	Recognise plants
AHCPMG201	Treat weeds
AHCSOL203	Assist with soil or growing media sampling and testing
AHCMOM203	Operate basic machinery and equipment
AHCWRK211	Participate in environmentally sustainable work practices
AHCWHS202	Participate in workplace health and safety processes
AHCNSY207	Undertake propagation activities
AHCPHT215	Plant horticultural crops

Internal Report Includes Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

Examinations

- None

Year 2 Horticulture

Length of Course: Full Year

Prerequisites:

Units of Competency

AHCNSY205	Pot up plants
AHCPMG202	Treat plant pests, diseases and disorders
AHCNSY206	Care for nursery plants
AHCNSY208	Maintain indoor plants
AHCPGD207	Plant trees and shrubs
AHCPGD209	Prune shrubs and small trees
AHCWRK212	Work effectively in the industry

Internal Report Includes:

Overall Achievement: C or N

Summative Assessment

- Written Questions
- Practical Assessments
- Observations

This course is delivered by Catholic Regional College Institute of Training – 22427

VCE VOCATIONAL MAJOR LITERACY

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

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 texts drawn from daily life. This study offers a number of opportunities for students to develop employability skills.

Unit 1-2

Length of Course: Full Year
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1:

Area of study 1: Literacy for personal use
Area of Study 2: Understanding and creating digital texts

Unit 2:

Area of Study 1: Understanding issues and voices
Area of Study 2: Responding to opinions

Internal Report Includes:

Overall Achievement: S or N

Assessment Tasks:

- a case study
- a response to structured questions
- a digital presentation that offers a point of view
- a research task
- a report
- a brochure

Unit 3-4

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Subject Description:

Unit 3:

Area of Study 1: Accessing and understanding informational, organisational and procedural texts
Area of Study 2: Creating and responding to organisational, informational or procedural texts

Unit 4:

Area of Study 1: Understanding and engaging with literacy for advocacy
Area of Study 2: Speaking to advise or to advocate

Overall Achievement: S or N

Assessment Tasks:

- a series of annotations and summaries
- annotated photographs, signs or visuals
- a video, podcast or oral presentation
- a response to structured questions
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- a case study

VCE VOCATIONAL MAJOR NUMERACY

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

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.

Unit 1-2

Length of Course: Full Year
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1:

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

Unit 2:

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

Internal Report Includes:

Overall Achievement: S or N

Assessment Tasks:

- Investigations and projects
- Multimedia presentation, poster or report
- Portfolios

Unit 3-4

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Subject Description:

Unit 3:

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

Unit 4:

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

Overall Achievement: S or N

Assessment Tasks:

- Investigations and projects
- Multimedia presentation, poster or report
- Portfolios

VCE VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

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.

Unit 1-2

Length of Course: Full Year
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1: Healthy Individuals

Area of study 1: Personal identity and emotional intelligence
Area of Study 2: Community health and wellbeing
Area of Study 3: Promoting a healthy life

Unit 2: Connecting with community

Area of Study 1: What is community?
Area of Study 2: Community cohesion
Area of Study 3: Engaging and supporting community

Internal Report Includes:

Overall Achievement: S or N

Assessment Tasks:

- a recorded reflection on personal attributes
- a reflective journal

- a case study
- a research task
- an oral, digital or written report
- a record and reflection of guest speaker/s or interview with community member/s

Unit 3 - 4

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Subject Description:

Unit 3: Leadership and teamwork

Area of Study 1: Social awareness and interpersonal skills
Area of Study 2: Effective leadership
Area of Study 3: Effective Teamwork

Unit 4: Community project

Area of Study 1: Planning a community project
Area of Study 2: Implementing a community project
Area of Study 3: Evaluating a community project

Overall Achievement: S or N

Assessment Tasks:

- a research or investigation report
- a project plan
- a record of active implementation, participation and execution of a planned project
- a presentation regarding individual or team effectiveness in executing planned project

VCE VOCATIONAL MAJOR WORK RELATED SKILLS

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

In Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

Unit 1-2

Length of Course: Full Year
Semester 1 - Unit 1
Semester 2 - Unit 2

Prerequisites: N/A

Subject Description

Unit 1: Careers and learning for the future

Area of study 1: Future careers
Area of Study 2: Presentation of career and education goals

Unit 2: Workplace skills and capabilities

Area of Study 1: Skills and capabilities for employment and further education
Area of Study 2: Transferable skills and capabilities

Internal Report Includes:

Overall Achievement: S or N

Assessment Tasks Include:

- a cover letter
- a resume

- a mock interview
- a further education and/or training plan

Unit 3 - 4

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Subject Description:

Unit 3: Industrial relations, workplace environment and practice

Area of Study 1: Workplace wellbeing and personal accountability
Area of Study 2: Workplace responsibilities and rights
Area of Study 3: Communication and collaboration

Unit 4: Portfolio preparation and presentation

Area of Study 1: Portfolio development
Area of Study 2: Portfolio presentation

Overall Achievement: S or N

Assessment Tasks Include:

- a case study
- a research task
- a presentation
- a report
- evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artifacts.
- presentation of a portfolio related to a target industry or target audience panel.
- evaluation of presented portfolio

VICTORIAN PATHWAYS CERTIFICATE LITERACY

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

VPC Literacy aims to develop students' abilities to read, write, speak and listen in everyday and familiar contexts. The curriculum will assist students to develop an understanding of the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. This Literacy study is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and 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 texts, it is important that students will develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently. As students engage with texts in class, they develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts. They will apply this understanding in their own writing, learning to adapt language to respond to more familiar or specific audiences, purposes and contexts.

Unit 3 - 4

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Prerequisites: N/A

Subject Description:

Unit 3

Module 1: Literacy for civic participation
Module 2: Literacy for pathways and further learning

Unit 4

Module 1: Negotiated project

Internal report includes:

Overall Achievement: S or N

Assessment Tasks:

- a research task
- a collection of annotations and/or notes
- a recorded reflection
- a reflective journal
- a response to structured questions
- a record of interviews with members of the community and class
- a digital presentation with reflective journal
- a video, podcast or oral presentation with reflective journal

VICTORIAN PATHWAYS CERTIFICATE NUMERACY

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for work, citizenship, personal or social purpose. Numeracy gives meaning to mathematics, and mathematics is the tool (the knowledge and skills) to be used 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.

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 numeracy, students 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.

Technology is an integral part of everyday and working life in Australia. Handheld devices like tablets are used for common daily uses: connectivity, communication, sourcing information, and as a tool for carrying out a myriad of functions. Software applications are available on a range of devices. There is an expectation that our students are ready with these skills when they transition to independent living, further study or to work. The integration of digital technologies in the learning of mathematical processes is essential and is embedded throughout this study.

Unit 3 - 4

Length of Course: Full Year
Semester 1 - Unit 3
Semester 2 - Unit 4

Prerequisites: N/A

Subject Description:

Unit 3

Module 1: Personal numeracy
Module 2: Financial numeracy

Unit 4

Module 1: Health and recreational numeracy
Module 2: Civic numeracy

Internal report includes:

Overall Achievement: S or N

Assessment Tasks:

- Investigative report; for example, select a topic to explore and identify and collect a range of data from a variety of sources to form a view
- Create an experiment; for example, use a range of tools to measure and collect data about an identified topic such as student height
- Design a game or sport to play; for example, create a large-scale puzzle out of a range of 3D shapes; design a physical game that requires timed activities

VICTORIAN PATHWAYS CERTIFICATE PERSONAL DEVELOPMENT SKILLS

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

VPC Personal Development Skills provides a framework through which students can increase their self-understanding, build their capacity for self-care and engage meaningfully with both their student cohort and the broader community. This study equips students to set and achieve challenging personal goals, and to take action to improve their health and wellbeing.

Through coursework and participation in both independent and collaborative activities, students develop skills that contribute to personal development, build experience and create opportunities; for example, teamwork, communication, time management and problem solving.

PDS enables students to explore and address personal and collective questions and challenges. It builds the capacity of students to be motivated, independent and purposeful individuals and community members, prepared to navigate the future world of work, education and personal relationships.

Unit 3 - 4

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites: N/A

Subject Description:

Unit 3

Module 1: Collaborate and negotiate

Module 2: Motivate and lead

Unit 4

Module 1: Community awareness and project

Module 2: Community participation

Internal report includes:

Overall Achievement: S or N

Assessment Tasks:

- a project plan
- meeting agenda/meeting minutes
- a reflection/analysis of organisation visit
- an oral, pictorial, digital presentation
- a checklist
- an inventory list
- a budget
- a reflective journal of participation in practical tasks
- structured questions to pose to community group, program coordinator/guest speaker
- a research task
- a visual, oral, pictorial or digital presentation
- annotated photographs
- a survey and collated results

VICTORIAN PATHWAYS CERTIFICATE WORK RELATED SKILLS

Learning Area Convenor:
Donna Williams
dwilliams@crccs.vic.edu.au



Subject Rationale:

VPC Work Related Skills provides a framework through which students can continue to build their educational knowledge and skills, prepare to transition to the workforce and to further education, best placing them for success. This study helps students develop an understanding of the motivation, behaviours, rights and responsibilities of self and others, as well as the skills to communicate effectively, to work within a team and the capacity to reflect and improve when applying knowledge, experiences and skills to a real-world situation.

The study of WRS leads to opportunities across different industries and further education providers, giving young people the tools they need to succeed in the future.

Unit 3 - 4

Length of Course: Full Year

Semester 1 - Unit 3

Semester 2 - Unit 4

Prerequisites: N/A

Subject Description:

Unit 3

Module 1: Healthy workplace practice

Module 2: Rights and responsibilities

Module 3: Physical health and safety

Unit 4

Module 1: Explore and plan for potential pathways

Module 2: Employment seeking activities and the application process

Module 3: Interview

Internal report includes:

Overall Achievement: S or N

Assessment Tasks:

- a digital, oral or visual presentation
- interview and reflection of relevant industry representative, employer, employee
- a response to structured questions
- a research task or case study
- a role-play or performance
- a mock hearing
- a safety audit
- a risk management plan
- participation in a safety drill
- a report

VET EXTERNAL



Many CRC Sydenham students will undertake a range of vocationally oriented courses in conjunction with their VCE or VCAL.

All VCAL students are required to select a VET subject (internal or external) as part of their program.

VET Programs offered to VCE VM students at an external provider with in the Brimbank VET cluster:

- Certificate III Acting (Screen)
- Certificate II Applied Fashion Design and Technology
- Certificate II Automotive Vocational Preparation
- Certificate II Building and Construction
- Certificate II Electrotechnology Studies
- Certificate III Beauty Services (Partial Completion)
- Certificate II Plumbing (Pre-apprenticeship)
- Certificate II Animal Care
- Certificate III Allied Health Assistance (Partial Completion)

All course information provided is current at the time of print, however is subject to change based on training package updates.

Please note: Substantial additional up-front costs apply to the above external courses. These positions are subject to availability only.

VET EXTERNAL VET CERT III IN ACTING (SCREEN) 22576



Provider: Taylors Lakes Secondary College

RTO: Australian College of Dramatic Arts (3139)

Subject Rationale:

This course aims to develop students' knowledge of the variety of careers available in the industry – as well as to develop their acting and technical competence. It provides the fundamental information for entry into the Film, TV and related industries.

Future Pathways

Diploma of Arts – Acting, Advanced Diploma of Arts, Degree in Arts

Structured Workplace Learning

Work placement is not required, but recommended.

Course Delivery

Vocational Education and Training Programs are conducted under the auspices of various Registered Training Organisations. To maximize your learning opportunity, it is strongly recommended students attend every session of the course. Students who are continuously absent may receive a N (Not Satisfactory) result for the unit of study or failure to abide this commitment may also result in their withdrawal from the program.

Accreditation

This course is nationally recognized and is recognised as a scored VCE VET program

Cost of the Course

The upfront fee covers course delivery at the college, materials and texts.

Subject to numbers and availability Fees are payable up front on enrolment

Year 1

Units of Competency

BSBTWK301	Use inclusive work practices
CUAIND402	Provide freelance services
FNSCUS401	Participate in negotiations
VU23081	Expand skills for auditions
VU23082	Expand script knowledge and performance skills
VU23083	Extend acting techniques
VU23084	Write the script
CUACAM401	Shoot a wide range of screen content
CUAAIR302	Develop techniques for presenting to camera
CUADRT502	Direct performers for screen productions
CUADRT602	Audition and select performers
CUAMUP401	Design, apply and remove make-up

Year 2

Satisfactory Completion

In order to be promoted into the second year of a VET program students must demonstrate competency for all units of competency delivered within the program.

Units of Competency

BSBTWK301	Use inclusive work practices
CUAIND402	Provide freelance services
FNSCUS401	Participate in negotiations
VU23081	Expand skills for auditions
VU23082	Expand script knowledge and performance skills
VU23083	Extend acting techniques
VU23084	Write the script
CUACAM401	Shoot a wide range of screen content
CUAAIR302	Develop techniques for presenting to camera
CUADRT502	Direct performers for screen productions
CUADRT602	Audition and select performers
CUAMUP401	Design, apply and remove make-up

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

A range of assessment strategies is employed involving a combination of

- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions

All tasks allow students to apply their knowledge and skills to satisfy requirements of the RTO and VCAA.

VET EXTERNAL CERTIFICATE II IN APPAREL, FASHION AND TEXTILES MST20722



Year 1

Satisfactory Completion

In order to be promoted into the second year of a VET program students must demonstrate competency for all units of competency delivered within the program.

Units of Competency

BSBCMM211	Apply communication skills
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSTAT2005	Sew materials by machine
MSTGN2018	Work in the TCF industry Identify and handle fabrics and textiles
MSTGN2023	Identify and handle fabrics and textiles
MSTAT2001	Prepare and communicate design concepts for simple textile products
MSTAT2003	Modify patterns
MSTAT2006	Assemble simple textile products
MSTML1001	Make a simple headpiece
MSTAT2002	Draw basic sketches of textile products
MSTAT2010	Use basic textile production processes
MSTAT3008	Embellish textile products

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

A range of assessment strategies is employed involving a combination of

- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions

All tasks allow students to apply their knowledge and skills to satisfy requirements of the RTO and VCAA.

Provider: St Albans Secondary College & Staughton College
RTO: Ripponlea Institute (21230) and Box Hill TAFE (4687)

Subject Rationale:

This qualification provides students with the knowledge and skills in the Clothing and Design area. This course is a must for those interested in fashion and clothing design. Students are introduced to processes used to design and make garments including construction and decorative techniques.

Future Pathways

Higher level certificates and advanced diploma studies in clothing, fashion, textiles, soft furnishing and interior design.

Structured Workplace Learning

A minimum of 10 days' work placement is recommended.

Course Delivery

Vocational Education and Training Programs are conducted under the auspices of various Registered Training Organisations. To maximize students learning opportunities, it is strongly recommended that all sessions of the course are attended. Students who are continuously absent may receive a N (Not Satisfactory) result for the unit of study or failure to abide this commitment may also result in their withdrawal from the program.

Accreditation

This course is nationally recognised and is recognised as a scored VCE VET program.

Cost of the Course

The upfront fee covers course delivery at the college, materials and texts

Subject to numbers and availability Fees are payable up front on enrolment

VET EXTERNAL CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION AUR20720



Year 1

Units of Competency

AURASA102	Follow safe working practices in an automotive workplace
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURTTA003	Use and Maintain basic mechanical measuring devices
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURTTA127	Carry out basic vehicle servicing operations
AURAF103	Communicate effectively in an automotive workplace
AURLTA101	Identify automotive mechanical systems and components
AURETR103	Identify automotive electrical systems and components
AURAF104	Resolve routine problems in an automotive workplace

Year 2

Satisfactory Completion

In order to be promoted into the second year of a VET program students must demonstrate competency for all units of competency delivered within the program.

Units of Competency

AURTTE008	Dismantle and assemble multi-cylinder four-stroke petrol engines
AURAF1009	Carry out research into the automotive industry
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives
AURTTJ003	Remove and replace wheel and tyre assemblies
AURETR115	Inspect, test and service batteries
AURETR147	Recharge vehicle batteries
AURTTB007	Remove and replace brake assemblies
AURTTD006	Remove and replace vehicle front suspension springs

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

A range of assessment strategies is employed involving a combination of;

- Written assignments
- Projects
- Practical tests
- Short answer oral and written question.

All tasks allow students to apply their knowledge and skills to satisfy requirements of the RTO and VCAA.

Provider: Apprenticeships Group Australia (AGA)
RTO: Gippsland Group Training PTY LTD 3829

Subject Rationale:

To provide students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the Automotive and allied industries. Provide students with "work ready" knowledge and skills applicable to a variety of career paths in the automotive industry.

Future Pathways

The Certificate can lead to advanced Certificate levels, Apprenticeships and Diploma Studies.

Cost of the Course

The upfront fee covers course delivery at the college, materials and texts.

Structured Workplace Learning

A minimum of 10 days' work placement is recommended.

Course Delivery

Vocational Education and Training Programs are conducted under the auspices of various Registered Training Organisations. To maximize your learning opportunity, it is strongly recommended you attend every session of the course. Students who are continuously absent may receive a N (Not Satisfactory) result for the unit of study or failure to abide this commitment may also result in their withdrawal from the program.

Uniform

Students are required to wear the Cluster uniform of work pants, safety top and work boots. These can be purchased at orientation for approximately \$100.

Subject to numbers and availability Fees are payable up front on enrolment

VET EXTERNAL

CERTIFICATE II IN BUILDING AND CONSTRUCTION (CARPENTRY) 22614VIC (PARTIAL COMPLETION)

**Year 1****Units of Competency**

CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCWHS1001	Prepare to work safely in the construction industry
CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
VU23320	Identify and handle carpentry tools and equipment
CPCCCM2006	Apply basic levelling procedures
HLTAID010	Provide basic emergency life support
VU23314	Erect and safely use working platforms

Year 2**Satisfactory Completion**

In order to be promoted into the second year of a VET program students must demonstrate competency for all units of competency delivered within the program. Requirements of the RTO and VCAA.

Units of Competency

VU22014	Prepare to work in the building and construction industry
VU22015	Interpret and apply basic plans and drawings
VU22023	Perform basic setting out
VU22024	Construct basic sub-floor
VU22025	Construct basic wall frames
VU22026	Construct a basic roof frame

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

A range of assessment strategies is employed involving a combination of;

- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions.

All tasks allow students to apply their knowledge and skills to

Provider: Apprenticeships Group Australia (Aga), VIC UNI Sunshine

RTO: Gippsland Group Training Pty Ltd 3829, VIC UNI Sunshine 3113

Subject Rationale:

To provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry. Enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths.

Future Pathways

Upon completion of the VCE VET program, students may need to complete the remaining third of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting & Decorating Pre-app) before proceeding to the appropriate apprenticeship qualification. The Certificate can lead to Apprenticeships, advanced Certificates and Degree qualifications.

Cost of the Course

The upfront fee covers course delivery at the college, materials and texts.

Structured Workplace Learning

A minimum of 10 days' work placement is required.

Uniform

Students are required to purchase and wear a specific uniform e.g. Work pants, safety top and work boots.

Subject to numbers and availability Fees are payable up front on enrolment

VET EXTERNAL

CERTIFICATE II IN ELECTROTECHNOLOGY STUDIES UEE22020

**Year 1****Units of Competency**

CPCCWHS1001	Prepare to work safely in the construction industry
UEECD0007	Apply work health and safety regulations, codes and practices in the Workplace
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
UEECD0020	Fix and secure electrotechnology equipment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities

Year 2**Satisfactory Completion**

In order to be promoted into the second year of a VET program students must demonstrate competency for all units of competency delivered within the program.

Units of Competency

UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
BSBOPS203	Deliver a service to customers
UEECD0035	Provide basic instruction in the use of electrotechnology apparatus
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

A range of assessment strategies is employed involving a combination of;

- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions.

All tasks allow students to apply their knowledge and skills to satisfy requirements of the RTO and VCAA.

Provider: Apprenticeships Group Australia (Aga), VIC UNI Sunshine

RTO: Gippsland Group Training Pty Ltd 3829, VIC UNI Sunshine 3113

Subject Rationale:

The satisfactory completion of this two-year course will provide you with credit for the Electrical Pre-Apprenticeship course offered at VU or a pathway into the Advanced Diploma of Engineering Technology – Electrical.

Future Pathways

Higher level Certificates in the electrical/electronics

Cost of the Course

The upfront fee covers course delivery at the college, materials and texts.

Structured Workplace Learning

Students must also participate in a minimum 10 days' work in industry during the two year program since several of the compulsory units of competency are linked to work in a relevant industry setting.

Uniform

Students will be required to purchase a specific uniform for this program.

Subject to numbers and availability Fees are payable up front on enrolment

VET EXTERNAL CERTIFICATE III IN BEAUTY SHB30121 (PARTIAL COMPLETION)



Provider: Marian College

RTO: AIET 121314

Subject Rationale:

This qualification is for students wishing to enter the personal services industry providing beauty treatments and services. The role of a beautician is to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services. Students learn about working as part of a team and independently, using initiative and discretion where required, building a client base, and advising clients about attaining the best possible outcome from each service.

Future Pathways

On successful completion of this program, students will be able to gain employment and provide beauty and make-up services, typically in beauty salons, make-up studios, hairdressing salons, day spas, and freelance therapist. The course creates a pathway to complete the certificate and then move onto Certificate IV traineeship, Diploma in Beauty Therapy, Diploma in make-up and Dermal Science degree.

VCE VET programs for VM and VPC students:

Are fully recognised within the Units 1 to 4 structure of the Victorian Certificate of Education (VCE VM) and therefore may contribute towards satisfactory completion of the VCE VM. May contribute to the satisfactory completion of the Victorian Certificate of Education (VCE VPC) function within the National Training Framework.

Assessment Tasks

A range of assessment strategies is employed involving a combination of

- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions

Units of competency to be confirmed prior to enrolment at the start of 2025.

VET EXTERNAL CERTIFICATE II IN PLUMBING 22569VIC



Year 1

Units of Competency

CPCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
VU23054	Use basic plumbing hand tools
VU23051	Prepare to work in the plumbing industry
VU23046	Apply basic sheet metal practices
CPCCOM1015	Carry out measurements and calculations
CPCPCM2039A	Carry out interactive workplace communication
VU23050	Perform basic oxy-acetylene welding and cutting
BSBWRT301	Write simple documents
HLTAID010	Provide basic emergency life support

Year 2

Satisfactory Completion

In order to be promoted into the second year of a VET program students must demonstrate competency for all units of competency delivered within the program.

Units of Competency

CPCCM2001	Read and interpret plans and specifications
CUAACD303	Produce technical drawings
VU23047	Cut and penetrate building materials and structures
VU23049	Identify career pathways in the plumbing industry
VU23053	Use basic electric welding equipment and techniques
VU23055	Use basic power tools
VU23048	Fabricate simple plumbing pipe systems
VU23052	Use and apply basic levelling equipment for plumbing
VU23056	Use plumbing pipes, fittings & fixtures to simulate plumbing installations

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

A range of assessment strategies is employed involving a combination of;

- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions

All tasks allow students to apply their knowledge and skills to satisfy requirements of the RTO and VCAA.

Available to VCAL students only

Provider: Apprenticeships Group Australia (Aga), Vic Uni Sunshine

RTO: Gippsland Group Training Pty Ltd 3829, VIC UNI Sunshine 3113

Subject Rationale:

To provide students with an introduction into the industry and start you on your way to a Pre- Apprenticeship. You will learn basic welding and sheet metal skills, as well as gain knowledge about the broad range of areas that plumbers can specialise in, including roofing and gasfitting.

Future Pathways

Higher level Certificates, employment in apprenticeships.

Cost of the Course

The upfront fee covers course delivery at the college, materials and texts.

Structured Workplace Learning

A minimum of 10 days' work placement is required.

Uniform

Students will need to wear a hi vis vest, longs pants, safety goggles and safety boots. Approx cost \$100

Subject to numbers and availability Fees are payable up front on enrolment

VET EXTERNAL CERTIFICATE II IN ANIMAL CARE ACM20121



You will gain skills in animal care management, reception duties, communication, basic animal care, hygiene, animal welfare, nutrition, Occupational Health and Safety, team work, animal handling.

Year 1

Units of Competency

ACMGAS201	Work in the Animal care industry
ACMGAS202	Participate in workplace communications
ACMGAS203	Complete animal care hygiene routines
ACMGAS204	Feed and water animals
ACMGAS205	Assist in the health care of animals
ACMGAS206	Provide basic first aid for animals
ACMWHS201	Participate in workplace health and safety processes
ACMSUS201	Participate in environmentally sustainable work practices

Year 2

Units of Competency

ACMSUS201	Participate in environmentally sustainable work practices
BSBCMM211	Apply communication skills
ACMGEN310	Provide reception services for an animal care facility
ACMVET202	Carry out daily practice routines
ACMSPE316	Provide general care of domestic dogs
ACMSPE317	Provide general care of domestic cats
ACMSPE322	Provide general care of rodents and rabbits

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

- A range of assessment strategies is employed involving a combination of
- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions

All tasks allow students to apply their knowledge and skills to satisfy requirements of the RTO and VCAA.

Provider: Springside West Secondary College, Kangan Tafe
RTO: Access Australia Group 4603, Bendigo Kangan Institute Trading As Kangan Institute 0306

Subject Rationale:

Certificate II in Animal Studies is a course designed for students wanting to under study to work in a range of careers within the animal care industry (see list below) or those wanting undertake further studies in Companion Animal Studies or Veterinary Nursing.

You will gain skills in animal care management, reception duties, communication, basic animal care, hygiene, animal welfare, nutrition, Occupational Health and Safety, team work, animal handling.

Future Pathways

This course may lead to employment in the animal care industry. Job role titles covered by this qualification may include:

- Animal care attendant
- Animal shelter attendant
- Kennel hand
- Cattery attendant
- Pet shop attendant
- Assistant dog groomer

Students will have the opportunity to experience a simulated work place where your will gain industry relevant skills. Our teachers have a broad range of industry skills that they bring to the classroom environment ensuring that students have relevant and current understanding of industry practices.

VET EXTERNAL CERTIFICATE III IN ALLIED HEALTH ASSISTANCE HLT33021 (PARTIAL COMPLETION)



Provider: Melbourne City Institute Of Training (MCIE)
Delivered At CRC Sydenham
RTO: Melbourne City Institute Of Training 22172

Subject Rationale:

This course is designed to education and engage students in the health services industry and act as a platform for employment or further study upon completion. There is flexibility in the delivery of this course that is suited to students studying VCE and VCE-Vocational Major. As either scored or unscored.

Students with a strong interest in the health services industry may want to complete this course. The course provides an opportunity for students to gain a nationally recognized qualification and gain experience in a variety of health professions.

Future Pathways

- Higher level certificates and advanced diploma studies in
- HLT33115 Certificate III in Health Services Assistance
 - HLT43015 Certificate IV in Allied Health Assistance

Course Structure

VCE: VCE students are eligible for up to four VCE VET units

ATAR: Contribution 10%

Structured Workplace Learning

A minimum of 10 days' work placement is recommended.

Course Delivery

Vocational Education and Training Programs are conducted under the auspices of various Registered Training Organisations. To maximize students learning opportunities,

it is strongly recommended that all sessions of the course are attended. Students who are continuously absent may receive a N (Not Satisfactory) result for the unit of study or failure to abide this commitment may also result in their withdrawal from the program.

Accreditation

This course is nationally recognised and is recognised as a scored VCE VET program

Year 1

Units of Competency

CHCCOM005	Communicate and work in health or community services
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
BSBPEF301	Organise personal work priorities
CHCCS002	Assist with movement
CHCDIV001	Work with diverse people
HLTAID011	Provide First Aid

Year 2

Satisfactory Completion

In order to be promoted into the second year of a VET program students must demonstrate competency for all units of competency delivered within the program.

Units of Competency

BSBMED301	Interpret and apply medical terminology appropriately
HLTAAP001	Recognise healthy body systems
HLTADM009	Manage telehealth technology

Subject to change based on training package and or VCCA updates. Course details will be confirmed prior to the start of the 2025 academic year.

Assessment Tasks

A range of assessment strategies is employed involving a combination of;

- Written assignments
- Projects
- Practical tests
- Short answer oral and written questions.

All tasks allow students to apply their knowledge and skills to satisfy requirements of the RTO and VCAA.

Fees are payable up front on enrolment.

SUBJECT INFORMATION VIDEOS

Business Management



<https://youtube.com/playlist?list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5>

Modern History



https://www.youtube.com/watch?v=A9oIRi_UNO4&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=6

Accounting



https://www.youtube.com/watch?v=Xo_AnWawoXg&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=2

Legal Studies



https://www.youtube.com/watch?v=OpX478ab_hY&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=7

Economics



<https://www.youtube.com/watch?v=vwYUSBd4q4M&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=4>

VET Business



<https://www.youtube.com/watch?v=1WH4axM8JyE&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=15>

SUBJECT INFORMATION VIDEOS

EAL



<https://www.youtube.com/watch?v=XJRhbxf6JkU&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=3>

English Language Units 3-4



<https://www.youtube.com/watch?v=udUX5ECSFws&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=14>

English Language



<https://www.youtube.com/watch?v=ORVOIpmulhU&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=5>

Music



https://www.youtube.com/watch?v=n8_AlsRlvSk&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=8

English Language Unit 1-2



<https://www.youtube.com/watch?v=KFIXf-hooo&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=13>

VET Music Sound Production



<https://www.youtube.com/watch?v=0vpgpMBzk6M&list=PLt0-pOBdM80pr30ZuMTuDKNQt-V0CTs5&index=16>

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Outdoor and Environmental studies



<https://www.youtube.com/watch?v=op8lv0aafSM&list=PLt0-pOBDmC80pr30ZuMTuDKNQ-t-V0CTs5&index=9>

Retail Baking



<https://www.youtube.com/watch?v=hQCqKd9J4DF&list=PLt0-pOBDmC80pr30ZuMTuDKNQ-t-V0CTs5&index=11>

Psychology



<https://www.youtube.com/watch?v=SSGTtXY0M4E&list=PLt0-pOBDmC80pr30ZuMTuDKNQ-t-V0CTs5&index=10>

Salon Assistant



<https://www.youtube.com/watch?v=HnPzdVRgKv8&list=PLt0-pOBDmC80pr30ZuMTuDKNQ-t-V0CTs5&index=12>



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