Year 10

Handbook 2021

Vision
Statement

Catholic Regional College Melton is a Catholic coeducational secondary college established in 1980

It is part of a Federation of colleges including; Sydenham, North Keilor, St Albans and Caroline Springs.

"In all things, let God be glorified"

(1 Corinthians 10-11)

Catholic Regional College Melton is a learning community centred on the person of Jesus Christ.

Through learning and teaching in the Catholic tradition we foster a culture of faith, wisdom and knowledge.

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Educational Goals

The mission of Catholic Regional College Melton is to nurture the personal, spiritual and academic growth of each individual in this community in an atmosphere of faith, care, support and encouragement. The curriculum at the College has been designed with this mission in mind and hinges on key educational goals towards which we aim. These goals are outlined below.

Catholic values
To provide an environment that nurtures and encourages Catholic values.

Community responsibility
To build a school environment that reflects the theme of 'Respect Others – Respect Yourself.' To lead students to see that they have a responsibility to the broader community and so encourage them to become members of society who are:
- active
- worthwhile
- effective

Lifelong education
To recognise that while at CRC Melton, students are receiving only part of their lifelong education which began at home with their families and involves primary, secondary and further education.

Critical thinking
To create classes and programs which allow students to:
- develop a sense of responsibility for their own learning
- to think independently
- to analyse critically
- to make choices that are informed

Learning through experience
To acknowledge that effective learning takes place both within the classroom, as well as through significant activities outside formal classes. Students are provided with opportunities to express their creativity and to explore options in order to apply their knowledge and learn through experience.

Relevance of programs
To enrich learning, teaching and school experience by making the curriculum:
- challenging
- relevant
- varied
- accessible

Realising the potential
To provide a supportive environment where students are challenged and inspired to recognise and maximise their potential:
- spiritually
- academically
- creatively
- socially
- physically

Enriching the Curriculum

The College encourages all students to learn and develop their talents beyond the classroom by providing rich learning experiences. In Year 10, students are exposed to a myriad of opportunities which allow them to grow as individuals.

Compulsory activities

Year 10 Homeroom
Each student in Year 10 is a member of one of the Homerooms at this year level. Each Homeroom has a Homeroom teacher who, together with the Year Level Coordinator, is responsible for the overall organisation, welfare and discipline of the students. Homerooms meet for 10 minutes at the beginning of the day. During this time rolls are taken, the daily bulletin is read, homework is recorded in diaries and other administrative tasks are undertaken.

Homeroom time is also a time when advice is offered regarding VCE/VCAL subject selection, student study skills and general organisational skills. All students are required to have their school diary with them for every class as well as in Homeroom. All homework, assignment details and dates should be kept up to date in the diary. Students are urged to keep a copy of their timetable in their diary as well as in their locker and at home.

Intra-School & Inter-School Sports
Students will be able to compete in SACCS Competitions in a variety of sports throughout the year. They will also complete in Athletics and Swimming Carnivals with the potential to compete at SACCS level and then Catholic All Schools.

Work Experience
Year 10 is one of the senior secondary years where students are able to engage in work experience with an employer in the workforce. Students are asked to find a suitable position for the end of Term Two. Some of the jobs undertaken are those of mechanics, chefs, nursing, teaching, shop assistants etc. Through this experience, they are able to gauge whether the work they have done is something they would like to pursue later when they finish their schooling. Overall, this programme will provide students with an opportunity to experience life outside of the classroom, the stimulus to reflect on their career and employment aspirations and an opportunity to start thinking about VCE and unit selection.

During the first term all students will be asked to start looking for positions and will be interviewed by the Pathways Coordinator. This interview is aimed at finding out where the students' interest lie with regards to:
• career and employment interests
• subjects they are good at
• subjects they are interested in pursuing
• skills/talents they possess
• ideas they have about work experience

Students and parents are requested to complete the work experience form which each student will receive.

Excursions and Guest Speakers

During the year, the students go out on a number of excursions or have the opportunity to listen to a range of guest speakers. The events are organised by various subject departments. Each year these vary according to the changes in courses. It is compulsory for students to attend excursions.

Examinations

To help prepare for VCE, Year 10 students sit examinations at the end of Terms 2 and 4.

VCE/VCAL Unit Selection

During the second half of the year, Year 10 students choose the units they wish to study for Years 11 and 12. Much support is offered to the students through the following activities:

- A VCE/VCAL information evening at CRC Melton to outline to parents the VCE and VCAL programs and options offered at CRC Melton.
- Assistance by Homeroom Teachers, Year 10 Coordinator and other staff who are fully versed in the VCE subject selection process.
- A VCE/VCAL subject selection night where students are given the opportunity to meet with staff and gain the assistance with subject selection.

Study Skills Program

Through the extended Homeroom program, students will be given an opportunity to refine their study skills. Topics to be discussed include: Time Management, Pressure and Stress Management, Preparing for Tests and Examinations and Working under Examination Conditions.

Careers Education

During extended homeroom, students complete an interest inventory to ascertain their preferences in careers. They complete exercises related to resume writing. After mid-year examinations they attend a university/TAFE seminar. During Melbourne experience, they attend talks at a range of universities. Parents/Student/Teacher interviews concerning subject selection take place in Term Three. Students attend a week of VCE classes after the final examinations in preparation for VCE.

Optional Activities

Student Leadership/SRC

CRC Melton is committed to providing opportunities for students to gain confidence in exercising leadership and creating opportunities for students to enhance their sense of belonging or connectedness to the school community. Students will have the opportunity to become Student Representatives for their homeroom.

Peer Support

Up to 40 students are selected to work in pairs with groups of Year 7 students. Over a 10 week period, they engage in activities that are designed to help the Year 7 students settle into their new surroundings and develop a friendly relationship with their Year 10 leaders. All those who have participated have found it a very worthwhile experience.

Year 7 Camp

As a follow up to the Peer Support sessions of Term One, Year 10 students are able to apply in writing to attend the three-day Year 7 camps which occur in Term Two. During these camps, the students work to assist the teachers with camp activities. This is beneficial for both Years 7 and 10 students.

Lunchtime Activities

These can vary from year to year but currently the following activities are being offered:
- Team sport competitions such as netball, cricket, chess and soccer
- Library facilities including access to the Internet are available.

Academic Competitions
Each year, students from Year 10 have the opportunity to compete in Maths, English and Science competitions. Students are also invited to participate in extension programs such as the Tournament of Minds, Future Problem Solvers and programs run at the Melbourne Zoo. In Mathematics, students can be challenged through participation in the UNSW Mathematics competitions and the MAV Mathematics Games Days.

Community Involvement
Students also have the opportunity to become involved in raising money for the community by participating in fund-raising events and supplying goods for our Christmas Hampers which are distributed to needy families and charity organisations.

College Expectations

Attendance
The more consistently a student attends classes, the more likely that student will be to achieve their academic potential. Given that the College considers Year 10 to be the beginning of VCE and VCAL, it is even more vital that students attend on a regular basis. At Year 10, the College has an expectation that students will meet a 90% attendance across all subjects. In the event of absenteeism from examinations, students will be required to present a medical certificate.

Parents enrolling their sons and daughters at CRC Melton have made a commitment to support all facets of the College community. Significant College events such as Reflection Day, Celebration Day, the College Swimming Carnival and the College Athletics Carnival are an integral part of life at the College. These days are compulsory and it is important that parents provide support to the College by ensuring their son/daughter attends these celebratory and sporting events.

Failure to meet the College requirements in relation to attendance may affect promotion to the next year level.

Selecting A Course
When selecting a Year 10 course, it is recommended that students consider the following:
- What they enjoy
- What they are good at
- Their career aspirations.

In consideration of this, all faculties have outlined subject pathways. These are general guidelines for students. The availability of these courses at Catholic Regional College Melton will be totally dependent on the number of students electing to take up that subject and the resources available.

Philosophy of Year 10 Program

Year 10 and Beyond: An Overview

In many respects, Year 10 is a pivotal year because it forms a stepping stone to the post compulsory years of schooling. It is a time for students to exercise an increased range of choice in the subjects they complete and for individuals to pursue specific areas of interest. In allowing for these choices, it is vital that, as a College, we seek to ensure that students reach their full potential and that the choices students make are well considered and appropriate to the student's individual needs. At Catholic Regional College Melton, students will be offered a range of choices within two distinct pathways that will eventually lead to either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) in Years 11 and 12.

At Year 10, the College will endeavour to keep student's options open, whilst at the same time catering for individual strengths. Students will pursue a core academic program including Religious Education, English, Mathematics, Humanities, Science and Physical Education. There is a range of choices within this list of core subjects. Students will also be able to select from a range of elective subjects such as the Arts, Design and Technology and Information Technology. There will be a limited opportunity for these students to select one VET subject that will be taught at the College. Finally, a small number of individuals who are able to satisfy strict criteria will be eligible to apply for one Unit 1 & 2 subject.

Students will be invited to apply for a position in the Vincit program. Students participating in this program will undertake a structured course that will include year 10 mainstream English and mainstream Maths with more periods available to each to allow for more support in these subject areas. These students will also be eligible to select from a range of Vocation and Educational Training (VET) subjects that will be offered off sight such as Building and Construction, Community Service, Automotive etc.

Bethany's Pathway

Year 11	Year 12	Tertiary Studies
English Units 1 & 2	English Units 3 & 4	Science then Veterinary Science at Melbourne University
Texts and Traditions Units 1	Religion and Society Units 2	
Biology Units 1 & 2	Biology Units 3 & 4	
Chemistry Units 1 & 2	Chemistry Units 3 & 4	
Maths Methods Units 1 & 2	Maths Methods Units 3 & 4	
Specialist Maths Units 1 & 2	Specialist Maths Units 3 & 4	

(Bethany was Catholic Regional College Dux in 2008)

James' Pathway

Year 10	Year 11	Year 12	Tertiary Studies
Religion and Society Unit 1	Texts and Traditions Unit 1	Religion and Society Units 3 & 4	Science/Science Education at La Trobe University
Information Technology Units 1 & 2	IT Apps Units 1 & 2	IT Software Dev Units 3 & 4	
	English Units 1 & 2	English Units 3 & 4	
	Physical Education Units 1 & 2	Physical Education Units 3 & 4	
	Systems Tech Elect Units 1 & 2		
	Maths Methods Units 1 & 2	Maths Methods Units 3 & 4	

(James graduated in 2005)

Vincit Pathway

This pathway leads to the successful completion of learning in the areas of Victorian Certificate of Applied Learning (VCAL). It offers applied English and Mathematics with RE, Personal Well-being and VET units. Students are required to apply for the program, satisfy the criteria for acceptance and have an interview with parents and staff before being accepted. Limited spaces are available. (see Process of entry and Conditions of entry).

The Vincit program concentrates on providing a supported environment allowing for extra time in core subjects and support with time management and organisational skills. Students will also have access to external VET subjects that they will attend one day per week which is compulsory for all students involved. They will participate in one week of work experience in terms 2,3 and 4 to enhance their work knowledge and employability skills.

Parents currently pay $300 towards the cost of the Vincit Program.

The Vincit program offers a pathway into VCAL in Year 11.

Joseph's Vincit Pathway

Year 10	Year 11	Year 12
Literacy	Foundation(FND) or Intermediate VCAL Literacy	FND, Intermediate or Senior VCAL Literacy
Numeracy	Foundation or Intermediate VCAL Numeracy	FND, Intermediate or Senior VCAL Numeracy
Education in Action	Foundation or Intermediate Work Related Skills	FND, Intermediate or Senior Work Related skills
PE	Foundation or Intermediate PDS	FND, Intermediate or Senior PDS
Religious Education	Structured Workplace Learning	Structured Workplace Learning
Cert I Employment Pathways	VET	VET
Personal Wellbeing		
VET		

Overview of Year 10 and Beyond

Year 10 - Vincit: including access to one VET subject offered on or off site.

Year 11 - VCAL including access to one VET subject offered on or off site.

Year 12 - VCAL including access to one VET subject offered on or off site.

Post Secondary School - TAFE, Apprenticeships, work etc.

- University.

Yr 10 Vincit Policy

Rationale

Vincit is a program offered at Year 10, which has a focus on supported scaffolding of skills in literacy and numeracy and applied learning. Vincit also enables students to develop knowledge and employability skills that will help prepare them for work and for participation in a broader society – family, community and lifelong learning.

Vincit Pathway

Vincit is the pathway to VCAL only, not VCE.

Structure of Vincit

Students of Vincit:

- Attend school four days a week and TAFE one day a week.
- Have core subjects include English, Maths, Religion, Personal Well-being, Education in action and VET units, each with a focus on improving skills.
- Complete one week of Work Experience in terms 2, 3 and 4.
- Do not participate in any electives.

TAFE/VET

Vocational Education and Training (VET) enables a secondary student to combine education with training to provide occupational or work-related knowledge and skills. It prepares students to the standard expected from employers and industry. Students receive a certificate acknowledging completion of a nationally recognised training course.

TAFE/VET is an essential part of the Vincit program. Students must complete the certificate that they are enrolled in to receive funding. Parents currently pay $300 toward the cost of TAFE/VET fees; the school covers the remainder of the cost (it costs approximately $2400 for a VET course). If students are removed from the course or do not complete the course for any reason parents are liable for the full cost of the course. Different VET/TAFE courses are at different locations; it is a preference of the College for Year 10 Vincit students to attend TAFE in the local area. It is also each student's responsibility to make his or her way to and from TAFE.

Work Experience

Work Experience gives students further opportunities in developing work place skills and gaining valuable industry experience. Students complete one week of Work Experience during terms 2, 3 and 4. It is the responsibility of the student to organise and arrange his or her own Work Experience.

Work Experience is a compulsory component of Vincit at the College. Prior to the commencement of Work Experience students must return the 'Work Experience Arrangement' Form to the College. This form must be signed by all parties as it is a legal requirement.If placement is not organised and appropriate forms not handed in by given deadline, then students are required to attend school on those days.

It is expected that during Work Experience students still attend their regular VET/TAFE Placement that week. For example, if a student has TAFE/VET on a Wednesday, during the week of Work Experience students will only attend Work Experience on Monday, Tuesday, Thursday and Friday and their regular TAFE/VET on Wednesday.

Expectations

Students of Vincit are expected to:

- Have a high standard of classroom behaviour.
- Willingly participate and contribute to the class.
- Have a preparedness to be organised and complete work to the best of their ability.
- Have some idea of a career pathway, as they will be completing a TAFE Certificate.
- Show commitment to their studies.
- Organise their own Work Experience placement.
- Submit appropriate Work Experience forms prior to the commencement of each Work Experience placement by given deadline.
- All students will be required to follow the policies and guidelines as outlined in the student diary.
- Failure to follow the policies and guidelines as outlined in the student diary will result in an interview with the student, parent/guardian and coordinator, where amongst other things a contract will be drawn up. Students may lose their position in the program if guidelines are not followed. This will result in a loss of school assistance to pay for VET.

Unsatisfactory Performance Notices

- This form is designed as an intervention to aid students when they are struggling to maintain the standard required.
- These notices are uploaded to the student profile and can be accessed on the Parent Access Module (PAM).
- After three notices a review meeting will be held with the Vincit Coordinator and appropriate staff to resolve any issues.

Process of Entry into Vincit

Students will need to follow the process outlined below:

1. Complete the appropriate Vincit Application Form (including USI and VSN).
2. Attend careers/pathways counselling session.
3. Submit the completed application form to the Vincit Coordinator by the due date.
4. Attend interview with parent, Vincit Coordinator and any others deemed necessary. During this interview the submitted application will be discussed as well the requirements and expectations of the course.
5. Applications will be discussed with the Year Level Coordinator and classroom teachers.
6. Pay $300 deposit to the College by Thursday 19 September.
7. Students will then be notified via mail. They will either gain conditional acceptance or non-acceptance into the Vincit program.

Conditions of entry into Vincit

Successful applicants will need to meet the conditions outlined below:

1. Ensure the Vincit Application form is completed with the necessary detail (including USI and VSN).
2. Adhere to the process as outlined above.
3. Ensure the application is submitted on time and all deadlines are met.
4. Careers/pathways counselling session has taken place.
5. Interview held with Vincit Coordinator.
6. TAFE/VET Placement available.

Unique Student Identifier (USI)

- From 1 January 2015, all students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools.
- A USI is a reference number made up of numbers and letters. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life. It is free.
- The USI will link a student's VET achievements, regardless of where in Australia they did the course, let students easily access secure digital transcripts of their achievements (transcripts will be available from January 2016) and give students more control over their VET information.
- Create a USI at: http://www.usi.gov.au/create-your-USI/Pages/default.aspx

Victorian Student Number (VSN)
- The Victorian Government has legislated and implemented a Victorian Student Number (VSN) for students in Victoria.
- The VSN is necessary for school, TAFE and Registered Training Organisations (RTO's) enrolment.

Communication
The best form of communication for us at the College is email. If you have any queries or concerns please email and someone will get back to you as soon as they can.

Methods of communication at the College:
- All student notices appear on SIMON
- Parents should have access to SIMON through the Parent Access Module (PAM) – this is something that needs to be checked regularly.
- School newsletter
- Subject teachers
- Care Monkey – please ensure email addresses are up to date.
- P/T/S Interviews
- Reports – accessible through PAM

Contacts:
Vincit Coordinator - Narelle Layton nlayton@crcmelton.com.au

VET Coordinator - Bianca Mifsud bmifsud@crcmelton.com.au

Pathways Coordinator- Sasha Dickson sdickson@crcmelton.com.au

Year 10 Curriculum

The aim of the Years 7–10 curriculum is for students:

- To become independent, critical thinkers who enjoy and are able to direct their own learning.
- To develop a sense of self-worth through opportunities for success and achievement of their personal best.
- To be ready to embark upon VCE and life beyond with confidence.

In working towards this aim it is recommended that:

1 Students at CRC Melton be offered a broad, common curriculum which provides them with the opportunity to discover what they enjoy and are good at and to then select subjects which will allow them to build on their skills and talents.
2 Students at CRC Melton be exposed to an inclusive curriculum which models and promotes justice through its structures and its content.
3 Different teaching and learning styles be recognised and encouraged in order for students to be exposed to a wide range of learning experiences.
4 Within the 7–10 program, Year 7/8 and Years 9/10 be recognised as having different needs and requiring separate and distinct approaches in terms of curriculum planning and structure.
5 Good relationships between staff and students be recognised as essential for successful teaching and learning and for ensuring that teachers and students can feel confident they will be engaged in learning.

Year 10 2021 Subject Selection Process

Pre-VCE Core Subjects
In 2021 at CRC Melton, all Pre-VCE students will complete the following Core Subjects.
- Religious Education
- English
- Mathematics

Students will have the opportunity to choose electives units within Science, Humanities, Physical Education, Art and Technology.

Pre-VCE Elective Subjects
Except for students completing a VET option or an accelerated option, all students will have the opportunity to undertake three Elective Subjects during each semester. However, students should note:
- Some Elective Subjects can be completed in a Semester 1 **and** Semester 2 sequence.
- VCE and VET studies are taken in a Semester 1 **and** Semester 2 sequence.

Brief descriptions of all units offered in Year 10 are provided in the following pages.

VCE Units In Year 10

Availability: This option runs for the whole year. Students undertake the option in both Semester One and Semester Two.

Prerequisites: Students will receive an invitation to complete the VCE Application form (See Acceleration Policy).

For those seeking to complete a Unit 1 and 2 subject in Year 10, the College offers a number of VCE courses and students will be invited to apply for a specific subject based on the College Acceleration Policy. Students who do not take a VCE course in Year 10 ARE NOT compromising their subject choices in Year 11 and 12 in any way. Taking a VCE course in Year 10 allows students to sample a wider variety of subjects in Years 11 and 12, and also provides a useful introduction to VCE.

Details on this course are provided on the following pages.

To receive an invitation to apply for acceleration, students must take the following into account:

Selection Criteria:
• Students can only accelerate if they receive an invitation to do so.
• To be eligible to accelerate into any of the Unit 1/2 subjects, except Mathematics, students must achieve an overall result of at least 80% in the subject they would like to choose, and an overall result of 85% in English.
• In addition to their academic results, students must have the approval of the relevant teacher. They will also be required to attend an interview with the relevant Domain leader and the Gadal Program Director. In this interview, they will be asked questions about their report data, their interest in the subject and why they wish to accelerate.

Selection Criteria for Unit 1/2 General Mathematics or Mathematical Methods:

• To be eligible to accelerate into Unit 1/2 General Mathematics or Mathematical Methods students must average at least 90% in Year 9 Core+ Mathematics and be exceptional in English, averaging 85% in their assessments**.**

The College reserves the right to reject an application for a Unit 1 & 2 study in Year 10 if, in the view of the Gadal Program Director, the Deputy Principal of Learning and Teaching, Year Level Coordinator and/or Domain Leaders, the student would have difficulty with the subject and/or that it may compromise the rest of his/her Year 10 program.

Acceleration Policy at Year 10 and Beyond

Definitions

Enhancement: The practice of extending student's knowledge and skill levels within the year level that is typically assigned to the student's chronological age.

Individual Subject Acceleration: The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one subject area

Overview

Many students at Catholic Regional College Melton have been identified as 'more able' through various means such as: an analysis of NAPLAN results; standardised testing; assessment tasks; and teacher and parent recommendation. These students have been enhanced through a variety of ways within their subjects.

At Year 10, the method of catering for more able students incorporates acceleration. In terms of enhancement there are a range of choices within the core program that provide academically challenging experiences. In Year 10, students will also have the opportunity to undertake one VCE study as part of their elective choices alongside their normal Year 10 program of studies. Acceptance into a VCE subject at Year 10 will follow strict guidelines.

The purpose of this document is to outline the criteria for acceleration.

Rationale

Catholic Regional College Melton acknowledges that students achieve at differing rates. It is also acknowledges that there are a number of benefits to completing a Unit 1 and 2 sequence in Year 10. Students completing a Unit 1 and 2 sequence in Year 10 benefit because they can be challenged by more advanced skills and knowledge, they are exposed to the rigours of a VCE subject and can therefore become accustomed to what is expected in terms of standards and course requirements. If they take up that subject in Year 11, as a 3 and 4 sequence, they can gain a sixth subject when they complete their VCE in Year 12 and thus add to their ATAR.

Alternatively, it is also acknowledged that in order to achieve the best possible outcome in the VCE, it is important for students to be competing on a level playing field. In other words, it may work to the disadvantage of some students to allow them to complete a course 12 months ahead of their peers. Thus some of the elective choices offered at Year 10 will enhance rather than accelerate student performance. Similarly, some main stream subject offerings are more academically rigorous than others. For example Core Plus Mathematics is more challenging than Core Mathematics. Thus students can be enhanced in their learning and better prepared for VCE by selecting these alternatives.

Criteria for Acceleration

In order to be eligible for entry to a Unit 1 and 2 course of study in Year 10, students must meet the following criteria:

- They have received an acceleration invitation.
- Academic criteria as outlined 'VCE Units in Year 10.
- Have a well-documented and proven work ethic.
- Demonstrate a sound ability to cope with the challenges of acceleration academically and personally.
- Have a strong motivation to succeed in school.
- Attend an interview with the Gadal Program Director and relevant Domain Leader.
- Fully complete all transition documents including; parent approval, subject teacher approval, Year Level Coordinator approval, Gadal Program Director approval and Deputy Principal of Learning and Teaching approval.

VET Units In Year 10

In 2021, VET will be offered in two distinct ways depending on whether a student is undertaking the Pre-VCAL Pathway or the Vocational Pathway. For students taking the PreVCAL Pathway, VET will be limited to subjects offered at the College. In addition, students opting for a VET subject will be required to organise work placement so that it does not interfere with regular timetabled classes. Thus, work placement should occur in any of the holidays and in the time set aside for all Year 10 Work Experience.

Pre-VCAL Pathway
In 2021, Pre-VCAL Pathway students will be offered:

• Certificate II Information Digital Media Technology
• Certificate III Applied Language

Availability: These units run for the whole year. Students undertake the units in both Semester One and Semester Two.

Cost: TBA
(Please note that these courses may not necessarily be offered to students in Year 11)

Vincit Pathway

The following VET programs are only available to students doing Vincit as they are off campus. The Certificate II level is recommended for Vincit students as courses at a certificate III level require students to have well developed literacy skills to cope the demands of the course.

Parents pay $300 toward the cost of Vincit Program

VET PROGRAMS IN 2021 (Melton Cluster)

Certificate II
• Certificate II in Applied Fashion Design Technology
• Certificate II in Automotive Technology
• Certificate II in Building & Construction
• Certificate II in Community Service work
• Certificate II in Electrotechnology (career start)
• Certificate II in Engineering
• Certificate II in Horticulture
• Certificate II in Integrated Technology
• Certificate II in Music
• Certificate II in Plumbing
• Certificate II in Salon Assistant

Availability: These units run for the whole year. Students undertake the units in both Semester One and Semester Two. Vincit students will undertake these courses on Wednesdays. No classes will be held at the College on Wednesdays for Vincit students. It must also be noted that all of these courses have a work placement component.

Prerequisites: Nil.

Cost: TBA

Students opting to undertake an external VET option are not eligible to undertake VCE option. A separate application form is required for VET/TAFE units and is included with the handbook.

YEAR 10
PROGRAM

Religion and Society

Course Description (Studied all year)

In this unit students explore the origins of religion, identifying the nature and purpose of religion over time. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Areas of Study

1 The nature and purpose of religion
2 Religion through the ages
3 Religion in Australia

Outcomes

Outcome 1
On completion of this unit the student should be able to discuss the nature and purpose of religion and explain the aspects of religion.

Outcome 2
On completion of this unit the student should be able to discuss the changing roles and influence of religion in society. To achieve this outcome the student will draw on key knowledge and key skills outlined in Areas of Study 2.

Outcome 3
On completion of this unit the student should be able to discuss the presence of religion in Australia, past and present.

Assessment

- Analysis exercises
- Essay
- Oral presentation
- School based examination

Religious Education Pathways

Year 10	Year 11	Year 12
The role of religion in Society (Religion and Society – Unit 1,studied for entire year)	Religion and Society Units 3& 4 OR Texts and Traditions Unit 1 – all year	Ethics and Morality (Religion and Society Unit 2 (Semester 1)) OR Religion and Society 3 & 4

English

Course Description

Year 10 English has been designed to best prepare students for a variety of pathways including VCE English and the other VCE English study alternatives.

In Semester One, all students will undertake two units of study, with a school-based examination at the end of the semester. The units are mirrored on that of the VCE and will focus on the Victorian Curriculum standards of reading and viewing, writing, speaking and listening.

In Semester Two, students will either continue their study of the mainstream English course, further consolidating the skills required for VCE English or, upon meeting specific criteria set by the school, may be invited to undertake one of two alternative English programs. These programs will provide insight into the types of skills and knowledge covered in VCE Literature or VCE English Language.

Areas of study:

1. Reading and responding to texts
In this unit, students will identify and explore the features of texts such as the structure and style, characters, settings and events, ideas, issues and themes; and analyse and discuss their importance within the text. They will then use their understanding of the construction of the text to produce an analytical response.

2. Creating texts
In this unit, students will explore texts in relation to their settings, themes, structure and characterisation. As they explore these different elements of text, students learn how and why a text was structured in a particular way. This will result in students creating their own text by replicating various elements of the original text in their writing.

3. Analysing the language of texts
This unit will explore the way in which language is used to present a point of view, particularly in media texts. Students will identify and analyse the use of persuasive language authors use, and will also use these techniques, both orally and in writing, to present a point of view on an issue.
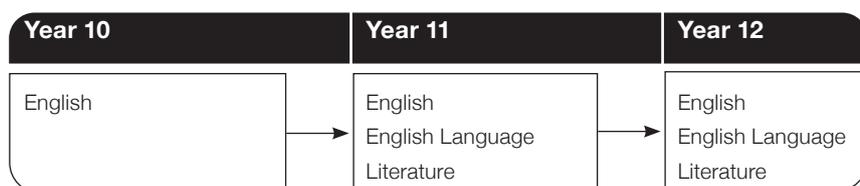
4. Comparing texts
In this unit, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. This results in students producing a comparative analysis of how two texts explore a particular theme.

Assessment

Students will complete common assessment tasks and sit a school based examination in both Semester One and Semester Two.

English Pathways

Year 10	Year 11	Year 12
English	English English Language Literature	English English Language Literature

Foundation Mathematics

Course Description

This subject is designed to reinforce basic mathematical skills that are used in our everyday lives. This subject will also aid in students who will be undertaking apprentice training courses in the future. Note: Students who achieve sound results in Foundation Mathematics may be able to attempt Foundation Mathematics in Year 11 (Units 1 & 2). However students who undertake Units 1 and 2 of Foundation Maths will NOT be eligible for any Maths units in year 12.

Students recognise the connection between simple and compound interest. They solve problems involving linear equations and related graphs, with and without the use of digital technology.

Students substitute into formulae, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise expressions, with and without the use of digital technology. They represent linear functions numerically and graphically and use them to model situations and solve practical problems.

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media. They list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments.

Areas of Study

- Number and Algebra
  - Real Numbers
  - Money and Financial Mathematics
  - Patterns and Algebra
  - Linear Relationships
- Measurement and Geometry
  - Using Units of Measurement
  - Pythagoras and Trigonometry

- Statistics and Probability
  - Chance
  - Data Representation and Interpretation

Assessment

- Assignments
- Tests
- Summary or review notes
- Short written responses
- Problem-solving tasks
- Modelling tasks
- Semester examinations

Core Mathematics

Course Description

This unit is recommended for students considering VCE Maths, especially General Mathematics and Further Mathematics. This is the mainstream form of Mathematics.

In Core Mathematics, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They use exponential functions to model compound interest problems.

Students expand, factorise, simplify and substitute into algebraic expressions, including linear and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of linear functions.

Students solve problems involving surface area and volume for a range of objects, and follow proofs of key geometric results involving the application of congruence and similarity. They solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry.

Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independence, and their application to solving problems involving chance events.

Students use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms. Students explore the association between two numerical variables using scatterplots, in particular with time as the independent variable. They discuss claims made using statistics in various media articles and other reports, on issues of interest.

Areas of Study

- Number and Algebra
    - Real Numbers
    - Money and Financial Mathematics
    - Patterns and Algebra
    - Linear and Relationships
- Measurement and Geometry
    - Using Units of Measurement
    - Geometric Reasoning
    - Pythagoras and Trigonometry
- Statistics and Probability
    - Chance
    - Data Representation and Interpretation

Assessment

- Assignments
- Tests
- Summary or review notes
- Short written responses
- Problem-solving tasks
- Modelling tasks
- Semester examinations

Core Plus Mathematics

Course Description

This unit is recommended for students considering studying VCE Maths, especially Mathematical Methods and Specialist Mathematics.

Core Plus Mathematics provides optional, additional content for students to be extended in their mathematical studies as well as completing the mathematics studied in Core.

Students extend work in number and algebra to investigate the structure and properties of number systems, with further analysis of order relations and inequalities. They extend the study of trigonometry to include an introduction to circular functions and equations, and extend the study of indices and exponential functions to logarithms.

Students extend work in measurement and geometry to proving a broader range of geometric propositions solving trigonometric problems in non-right angles triangles, and solving three dimensional problems involving surface area and volume of cones and spheres and composite shapes.

Students extend work in statistics and probability to explore the concepts of conditionality, dependence and independence in depth, and consider how various measures of location and spread can be used to describe the distribution of a data set, and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error.

Areas of Study

• Number and Algebra
   - Real Numbers
   - Money and Financial Mathematics
   - Patterns and Algebra
   - Linear and Non-linear Relationships
   - Polynomials
   - Surds and Exponentials
• Measurement and Geometry
   - Using Units of Measurement
   - Geometric Reasoning
   - Pythagoras and Trigonometry
   - Advanced Trigonometry
• Statistics and Probability
   - Chance
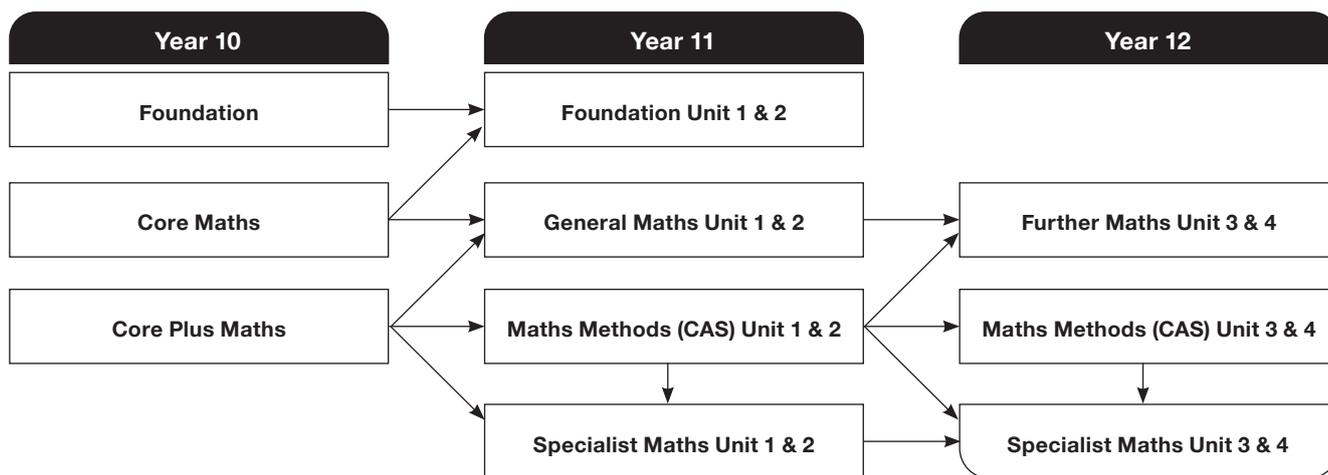   - Data Representation and Interpretation

Assessment

• Assignments
• Tests
• Summary or review notes
• Short written responses
• Problem-solving tasks
• Modelling task
• Semester examinations

Mathematics Pathways

The following diagram shows the pathways of your mathematical choices from Years Nine through to VCE. It is very important that you talk to your Maths teacher in order to make choices with which you are comfortable and with which you can be challenged to be successful. If you wish to study Specialist Mathematics at Year 12, it is highly recommended that you choose Specialist Mathematics Units 1&2 and Mathematical Methods (CAS) Units 1&2 at Year 11.

Year 10	Year 11	Year 12
Foundation	Foundation Unit 1 & 2	
Core Maths	General Maths Unit 1 & 2	Further Maths Unit 3 & 4
Core Plus Maths	Maths Methods (CAS) Unit 1 & 2	Maths Methods (CAS) Unit 3 & 4
	Specialist Maths Unit 1 & 2	Specialist Maths Unit 3 & 4

\# Specialist Mathematics Units 1&2 must be studied with Mathematical Methods (CAS) Units 1&2 before advancing to Specialist Mathematics Units 3&4

* Specialist Mathematics Units 3&4 must be studied in conjunction with Mathematical Methods Units 3&4
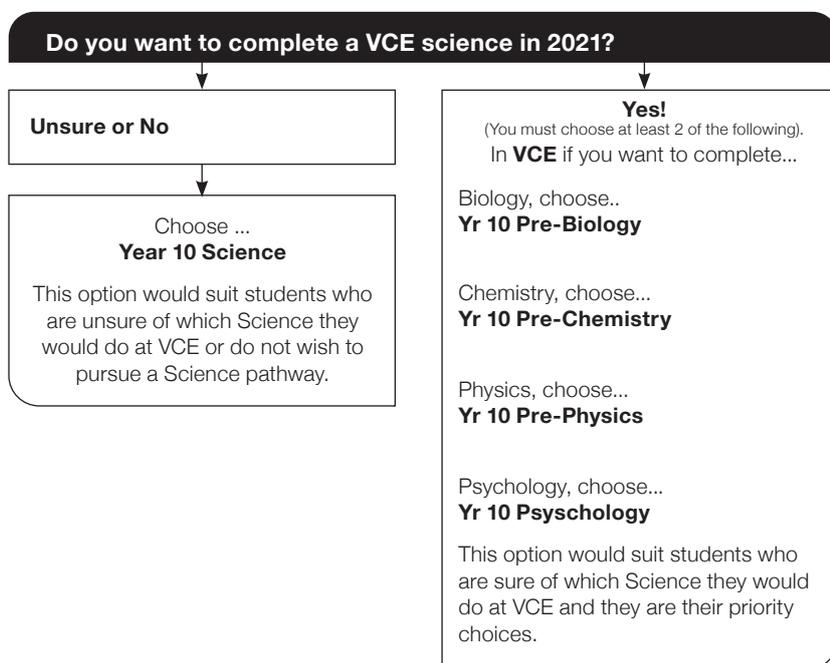
Like all VCE studies, there is no point choosing the more difficult mathematics unless you are capable of performing well. Also, students do not have to study a Mathematics subject to gain their VCE.

Science

Prerequisites: Nil,

There are five Science subjects available to Year 10 students. Each of the following is a **semester-long** subject and the content is based at a Year 10 standard:

Year 10 Science
Pre-Biology
Pre-Chemistry
Pre-Physics
Pre-Psychology

Do you want to complete a VCE science in 2021?

Unsure or No

Choose ...
Year 10 Science

This option would suit students who are unsure of which Science they would do at VCE or do not wish to pursue a Science pathway.

Yes!
(You must choose at least 2 of the following).
In **VCE** if you want to complete...

Biology, choose..
Yr 10 Pre-Biology

Chemistry, choose...
Yr 10 Pre-Chemistry

Physics, choose...
Yr 10 Pre-Physics

Psychology, choose...
Yr 10 Psyschology

This option would suit students who are sure of which Science they would do at VCE and they are their priority choices.

Year 10 Science

Course Description

Students develop skills through a range of techniques in different fields of science. This subject is designed to give students a general overview of Biology, Psychology and Chemistry. Students will gain a basic introduction to each of these three VCE subjects during their studies of genetics, the brain and chemical reactions.

Areas of Study

• Biology
• Psychology
• Chemistry

Assessment

Students will complete common assessment tasks including topic tests, scientific practical reports and/or assignments. There is also a school based examination at the end of the semester covering all content covered in this course.

Pre-Biology

Course Description

This subject is designed to give students a general overview of Biology where they will develop skills through a range of topics in different fields of Biology. They explore genetics and the role of genetic diversity and inheritance. Students will also investigate species survival and how natural selection acts as a mechanism for evolution.

Areas of Study

• Cell Biology
• Genetics
• Evolution

Assessment

Students will complete common assessment tasks including topic tests, scientific practical reports and/or assignments. There is also a school based examination at the end of the semester covering all content covered in this course.

Pre-Chemistry

Course Description

This subject is designed to give students a general overview of Chemistry where they will plan and conduct scientific investigations using different methods and testing procedures. Various problems are solved by processing and interpreting data. This unit looks at the periodic table and its trends, metals and non-metals, chemical symbols, formulae and equations. A number of different chemical reactions and stoichiometry (The Mole Concept) are also investigated.

Areas of Study

• The Periodic Table
• Bonding and Compounds
• Chemical Reactions
• Stoichiometry
• Hydrocarbons

Assessment

Students will complete common assessment tasks including topic tests, scientific practical reports and/or assignments. There is also a school based examination at the end of the semester covering all content covered in this course.

Environmental Science

Course Description

This subject is designed to give students a general overview of the issues we face this century in our environment, the science behind them and how these issues are understood in our world. Such issues include global warming, pollution, sustainability and the decrease in biodiversity we are seeing across the world. The way in which these issues are portrayed in the media and prompt action in our governments will be examined, along with the science behind the issue.

Areas of Study

• Biological Sciences
• Chemical Science
• Earth and Space Sciences
• Physical Sciences

Assessment

Students will complete common assessment tasks including topic tests, scientific practical reports and/or assignments. There is also a school based examination at the end of the semester covering all content covered in this course.

Pre-Physics

Course Description

This subject is designed to give students a general overview of Physics where they explore the topic of electricity and complete various activities to demonstrate how electricity powers our world. The motion topic looks at velocity, acceleration, forces and energy through a range of different activities. The mysterious universe is explored through the investigation of stars, space and the technologies involved in space travel.

Areas of Study

• Electricity
• Space
• Forces

Assessment

Students will complete common assessment tasks including topic tests, scientific practical reports and/or assignments. There is also a school based examination at the end of the semester covering all content covered in this course.

Pre-Psychology

Course Description

This subject is designed to give students a general overview of Psychology where they will develop skills through a range of topics in different fields of Psychology. They examine the scientific nature of psychology and discover the importance of ethics in psychological research. Specific topics covered include brain and nervous system, mental health and sleep.

Areas of Study

• Introduction to Psychology
• Brain and Nervous System
• Mental Health
• Sleep

Assessment

Students will complete common assessment tasks including topic tests, scientific practical reports and/or assignments. There is also a school based examination at the end of the semester covering all content covered in this course.

Science Pathways and Beyond

Year 10 Subjects	Units 1 & 2 (Year 11)	Units 3 & 4 (Year 12)	Career Pathways
Pre-Biology	Biology	Biology	Doctor; Physiotherapist; Nurse; Dietician; Forensic pathologist; Marine biologist.
Pre-Chemistry	Chemistry	Chemistry	Chemist; Environmental law; Hazardous waste management; Laboratory technician.
Pre-Physics	Physics	Physics	Engineering; Computer science; Aerospace industry; Astronomy; Finance; Electrical industry.
Pre-Psychology	Psychology	Psychology	Psychologist; Social worker; Psychiatric nurse; Human resource manager; Child care.
Yr 10 Science	Biology Chemistry Psychology Environmental science	Biology Chemistry Psychology Environmental science	Environmental scientist; Hydrologist; Geoscientist; Medical scientist; Biochemist.

NOTE: There are no prerequisites for VCE subjects; however, it is recommended that students choose wisely in Year 10 so that they have the best possible preparation for VCE if they do choose to pursue a Science pathway.

Humanities

Prerequisites: Nil, but please note the recommendations regarding student interest and VCE studies in the unit descriptions.

Humanities aims to develop students understanding of Australian society, societies in other countries, local and global environments and the interaction of people with the environment. Throughout the units, students will develop skills in the areas of research, investigation, communication and participation. Students will undertake two of the following units

Geography

Availability: Each unit runs for one semester. Students may take the units in either Semester One or Semester Two.

Cost: This subject will incur a levy of **$250** per semester.

Course description

This subject focuses on geographical aspects of Humanities. By examining their local environment, students will learn geographical skills, investigate their cultural environment and discover how their environment has been impacted upon and changed. The study will then broaden to look at Australia and then focus on the geography, culture and environment of select countries. Some areas of study may be set and/or decided upon by each specific elective group.

Areas of study

• Geography Skills
• Human Wellbeing
• Environmental change and management

Assessment

• Test
• Inquiry Task
• Field Trip Report
• Examination
* This subject would be suited to students interested in studying Geography at VCE.

Politics and Conflict

Availability: Each unit runs for one semester. Students may take the units in either Semester One or Semester Two.

Course description

This subject focuses on the political and legal systems of Australia. This area of Humanities will examine levels of government, political parties and how we vote for them as well as the overall political system of Australia, how laws are made and then implemented in our legal system. The study also focuses on how the law impacts on the individual.

Area of study

• Democracy and Australia
• Human Rights and Australia

Assessment

• Essay
• Topic Test
• Examination
* This subject would be suited to students interested in studying Politics or Legal Studies at VCE.

History

Availability: Each unit runs for one semester. Students may take the units in either Semester One or Semester Two.

Course description

This unit will examine events that have shaped Australia and/or the world in recent world history. Students will investigate WWII, Rights and Freedom and Popular Culture using a variety of primary and secondary sources.

Areas of study

• World War II
• Rights and Freedoms
• Popular Culture

Assessment

• Test
• Document Analysis
• Essay
• Examination
* This subject would be suited to students interested in studying one of the various history subjects at VCE.

Business Commerce

Availability: Each unit runs for one semester. Students may take the units in either Semester One or Semester Two.

Course description

This subject focuses on personal and/or business budgeting and economics. This subject will explore the financial aspects of setting up your own home and budgeting for it. It will explore financial transactions a person may face on a daily basis such as setting up bank accounts or filing income tax returns. This subject will also focus on products and will include activities on the development and marketing of products.

Areas of study:

• Business Management
• Economics
• Accounting

Assessment:

• Topic test
• Individual project
• Research report
• Examination
* This subject would be suited to students interested in studying Accounting, Business Management or Economics at VCE.

Humanities Pathways

Humanities Pathways and Beyond

Year 10	Year 11	Year 12	Occupations
Business Commerce	Accounting	Accounting	Accountant Actuary Business Analyst (Business Studies) HR, PR, Marketing consultants Economist
	Business Management	Business Management	
	Economics	Economics	
	Industry and Enterprise	Industry and Enterprise	
Geography	Geography	Geography	Environmental Field officer Geographer Geologist Forester Land Care Worker Landscape architect Park Ranger
	Environmental Science	Environmental Science	
Politics and Conflict	International Politics	International Politics	Legal Secretary Lawyer Politician Foreign Affairs Trade Officer
	Legal Studies	Legal Studies	
History	History–20th Century Units 1 & 2	History–Revolutions Units 3 & 4	Anthropologist Archaeologist Researcher Curator Museum Officer Tour Guide Office Administration
		History–Australian Units 3 & 4	

Health & Physical Education

Availability: Students may take:

• Year 10 Health & Physical Education
• Year 10 Advanced Health & Human Development
• Year 10 Sports Science

Year 10 Health & Physical Education

Course description

The course consists of both Health and Physical Education units. In semester one, students will investigate the national health priority area. They will conduct and perform fitness tests to assess their own fitness levels and participate in a range of training methods to improve personal fitness.

In semester two, students will investigate the causes of musculoskeletal acute and chronic injuries in sport and the implementation of injuries prevention methods, first aid and rehabilitation. They will study illnesses of the cardiorespiratory system and how to apply CPR, asthma and anaphylaxis training. Students will also participate in practical activities exploring the major components of the musculoskeletal and cardiorespiratory systems and their contributions and interactions during physical activity, sport and exercise.

Areas of study

Semester 1: Lifelong fitness, health and wellbeing
    1. Fitness and training
    2. National health priority areas

Semester 2: How the body works to produce movement
    1. Body systems
    2. First Aid

Assessment:

• Case study
• Data analysis
• Multimedia presentation
• Test
• Written response
• Laboratory Report
• Examination

Advanced Health & Human Development

Course description

This unit explores health and wellbeing and illness as complex, dynamic and subjective concepts. Students develop knowledge relating to health status measurements such as life expectancy and mortality. They research, analyse and interpret data relating to males and females, Indigenous and Non-Indigenous Australians, remote rural and city populations as well as comparisons between high and low socioeconomic groups in Australia. They then investigate in detail the reasons why these health inequities exist.

Areas of study

1. Data Analysis
2. Population Groups

Assessment:

- Case study
- Data analysis
- Test
- Written response

Sports Science

Course description

The course introduces concepts that will be explored in the VCE Physical Education program in Year 11 and 12. Students examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Through involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical principles leads to greater efficiency and accuracy in movement skills.

Areas of study

3. Energy system and food fuels
4. Biomechanics

Assessment:

- Case study
- Data analysis
- Multimedia presentation
- Test
- Written response
- Laboratory Report
- Examination

This subject would be suited to students interested in studying Physical Education at VCE.

This subject will incur a $250 levy per semester.

Outdoor and Environmental Geography

Availability : Students complete this study in either semester one or semester two. This subject will provide a pathway for students intending to pursue Unit 3 and 4 Outdoor and Environmental Studies.

Course description

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived, including the range of motivations people have for interacting with Australian outdoor environments.

Students will investigate ecological, historical and social contexts of relationships between humans and outdoor environments in Australia including the impact of technologies and changing human lifestyles on Australian outdoor environments.

The importance of developing a balance between human needs and the conservation of outdoor environments will be explored including the consideration of the skills needed to be environmentally responsible citizens.

Students will engage in a variety of related practical experiences in outdoor environments. They will learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students are able to apply theoretical knowledge about outdoor environments, make comparisons and reflect upon their experiences.

Areas of study

• Motivations for outdoor experiences
• Influences on outdoor experiences
• Historical relationships with Australian outdoor environments
• Contemporary relationships with Australian outdoor environments

Assessment:

School assessed course work consisting of a combination of structured questions and case studies pertaining to the areas of study identified above and environments visited throughout the semester.

Health & Physical Education

Health and Physical Education Pathways

Year 10	Possible Year 11 Choices	Possible Year 12 Choices
Advanced Health and Human Development **Health and Physical Education**	Health and Human Development Physical Education Psychology Biology Physical Education Sport & Recreation (VCE VET)	Health and Human Development Physical Education Psychology Biology Physical Education Sport & Recreation (VCE VET)
Sports Science	Physical Education Health and Human Development Biology Psychology Sport & Recreation (VCE VET)	Physical Education Health and Human Development Biology Psychology Sport & Recreation (VCE VET)
Outdoor and Environmental Geography	Outdoor and Environmental Studies Unit 3 & 4 Sport and Recreation (VCE VET) Health and Human Development Geography	Sport and Recreation (VCE VET) Health and Human Development Geography

Art

Availability: Each unit runs for one semester. Students may take the units in Semester one or Semester two, or in both semesters.

Course description

In semesters 1 and 2 students explore and respond to artists, their influences, subject matter, communication of ideas. The Elements and Principles of Art are explored as the building blocks of artistic endeavour. With this knowledge they then analyse artworks and how they influence their own art practice. Students create and make three dimensional and two-dimensional art works in response to their research of a variety of artists. They experiment with a broad range of materials, techniques and mediums.

Areas of study

• Study of the Elements and Principles of Art
• A variety of different Art Movements of the 20th Century
• A variety of different Artists form the 20th Century
• Analysis of Art Works from the 20th Century
• A study of several Materials and Techniques used to create artworks
• Practical Artworks including: Drawing, Painting, Ceramics, Sculpture and Collage

Assessment

• Visual Arts Diary
• Exam

Dance

Availability: Students can only choose this subject for one semester.

Course Description

In year 10 Dance students engage in widening their dance skills with movement based classes to prepare them for group performances and solos which are performed to an audience.

Students build on their awareness of how the body can be used to communicate dance ideas and how it is used in specific dance styles. They extend their understanding and use of the elements of dance to communicate ideas and intentions.

Students analyse different cultural dance styles in written form which further enhances their skill of dance expression in movement.

Areas of Study

Choreography
Movement creation
Expressive Intention
Dance Safety

Assessment

Choreographed Dance Performance
Dance Solo Examination
Written Dance Analysis
Group Dance Performance

Drama

Availability: Each unit runs for one semester. Students may take the units in Semester one or Semester two, or in both semesters.

Course Description

In year 10 Drama, students develop more sophisticated approaches to creating and making drama performances which is exhibited at an afterschool Drama showcase to an external audience.

Students gain further knowledge in responding to Drama independently, in small groups, and with their teachers. They continue to explore Drama as an art form through improvisation, scripted drama, rehearsal and performance.

Students continue to engage with diverse performance styles and ways of presenting drama. They explore and experiment with drama from a range of cultures, eras and locations as sources of ideas for their practice.

As they make and respond to Drama, students explore meaning and interpretation, forms and elements and how Drama can influence and challenge. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in Drama. Students view, perform and identify characteristics of performance and theatrical styles.

Areas Of Study:

Naturalistic Performance
Non – Naturalistic Performance
Physical Theatre

Assessment:

Group Ensemble Performance
Solo Performance Examination
Written Analysis

Media Studies

Availability: Students can only choose this subject for one semester.

Course description

In Media Arts students engage with communication technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and in a variety of contexts. They acquire the knowledge and skills to work in a range of media forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks from different cultures, time periods and contexts. They express, form ideas and communicate through their media using creative and critical use of language and technologies.

Students make and respond to Media Arts forms such as film, documentary, advertisements, music video, animation, graphic novels and/or a combination of these. From contemporary and personal experiences of media culture they learn how forms, styles and contexts of media artworks are shaped by histories, purpose, traditions and communications technologies. They produce artworks in narrative and non-narrative forms that reach audiences through specific media contexts that include but are not limited to radio, print, cinema, television, internet, mobile devices or new and emerging contexts.

Students learn through critical thinking and creative processes in media arts practice. They learn to collaborate in creative teams and analytically respond to, and interact with, context and audience. Students learn to apply key concepts, production and story elements of media as they design, produce, distribute and analyse media artworks. Students learn and use established and emerging techniques and practices (media conventions) for creating within different media forms.

As students' learning progresses, they will learn about safe practice in media arts and develop digital citizenship through processes that respect rights, responsibilities and protocols in the creation of their media artworks. Students will have access to various software computing packages and digital editing, in film and photography. Throughout the unit the student must be prepared for theory as most areas are heavily based.

Year 10 Media Arts will prepare the student for VCE Media Units 1-4. The student is expected to be serious in their intention to continue in this area at Year 11.

Areas of study

• Print Media
• Photographic Folio
• Narrative
• Collaborative Film Production Task

Assessment

• audiovisual or video sequences
• photography
• print layouts
• multimedia sequences or presentations (including website and data show presentations)
• posters
• tests
• written responses
• oral reports

Visual Communication Design

Availability: Students can only choose this subject for one semester.

Course description

Visual Communication and Design consists of learning visual literacy and practical problem solving using graphic techniques. It aims to translate verbal or written information into a clear, universal and visual language. Visual Communication and Design satisfies the needs of specific clients and solves design problems in a visual way using the design process.

The course will develop an understanding of ways in which graphics can be used to communicate ideas and information. Students will be expected to analyse, interpret, understand and appreciate the visual communication of others. They will learn how to solve communication and design problems creatively and imaginatively using graphic tools, drawing systems and the design process. They will also learn how to draw with and use computer imaging. Students will be encouraged to develop visual thinking and expression. The role of graphic communication in industry and in the wider world will be explored and developed.

Areas of study

• Technical Drawing
• Typography
• Visualisation Drawing
• Design Process
• Analysis of visual communications

Assessment

• Design Elements and Principles
• Instrumental Drawing Folio
• Rendering Folio
• Design Process Folio
• Developing Visual Solutions using both hand and ICT techniques
• Visual Communication in Context Assignment.

Please note: MUSIC will run as a straight Yr 10 music class and would be recommended for students with an interest in music. If you have a strong interest in pursuing music into year 11 it is recommended that you choose VET Music Industry which is completed over 2 years and your results will go towards your final VCE score.

Music

Availability: Students may take the units in Semester One or Semester Two, or in both semesters.

Semester One: Music Performance

Prerequisites: Nil, however, it is strongly recommended that students play at least one musical instrument and are engaged in private tuition in this instrument. Students also need to be aware that they must be prepared to perform during class and during College performances.

Rationale: This subject caters for students with a keen interest in developing their understanding of Music Language, ability to play an instrument, working with other members of a group to produce a successful performance piece. The course aims to prepare students for VCE Music Performance.

Course Content: In groups, students will choose and rehearse a song. It is anticipated that students will practise outside of class time. They will then perform the song as a group in front of an audience. Students will then analyse the song their group rehearsed. They will identify issues that arise during rehearsals and devise methods for dealing with those issues. Students will demonstrate an understanding of the Music Language appropriate for Year 10 level in a theory/ aural test.

Assessment:

• Rehearsal
• Group Performance
• Analysis Report
• Theory/Aural Test

Semester Two: Music Composition

Prerequisites: Nil, however, it is strongly recommended that students play at least one musical instrument and are engaged in private tuition in this instrument. Students also need to be aware that they must be prepared to perform during class and during College performances.

Rationale: This subject caters for students with a keen interest in developing their understanding of Music Language, ability to compose Rock/Pop songs, ability to play an instrument and team work skills in working with other members of a group to produce a successful performance piece. This subject is designed to prepare students for VCE Music Performance.

Course Content: Students will work in groups in class time to choose and rehearse a song. Students will be required to use their own time to identify and correct any areas in need of improvement. Students will perform the song in front of an audience. Students will use Sibelius to create a folio of Rock/Pop songs including; lyrics, use of chords, melody and instrumentation. Students will demonstrate an understanding of the Music Language appropriate for Year 10 level in a theory/ aural test.

Assessment:

• Rehearsal
• Group Performance
• Composition
• Theory/Aural Test

VCE VET Music Industry Cert III

UNIT 1 and 2

Course Description

This qualification prepares individuals with a broad range of competencies in varied contexts of the music industry. Graduates may provide support to a team using professional discretion, judgment and theoretical knowledge. Pathways may include employment into roles such as assistant band manager, junior musician/singer, sound mixer/technician, and sound recordist.

The VCE VET Units 3 and 4 sequence offers scored assessment in either the Music Performance or Sound Production areas of specialization. Students may undertake both scored VCE VET Units 3 and 4 sequences.

Program: Units of Competence

Unit 1 & 2 Program: Units of Competency (Sound Production and Performance)

- Make a music demo
- Compose simple songs or musical pieces
- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice

Unit 3 & 4 Program: Units of Competency (Sound Production)

- Operate sound reinforcement systems
- Record and mix a basic music demo
- Install and disassemble audio equipment
- Mix music in a studio environment
- Manage audio input sources

Unit 3 & 4 Program: Units of Competency (Performance)

- Develop technical skills in performance
- Prepare for performances
- Develop improvisation skills
- Develop and maintain stagecraft skills
- Perform music as part of a group OR Perform music as a soloist

Assessment

Students will need to demonstrate competency in the nominated areas of the course. Demonstration of competencies will take a number of forms such as written, oral and practical.

The Arts Pathways

The Arts Pathways and Beyond

Year 10	Year 11	Year 12	Occupation
Art	Studio Arts	Studio Arts	Artist Craftsperson Interior decorator Make-up artist
Visual Communication Design	Visual Communication Design	Visual Communication Design	Architect Advertising Games developer Graphic designer
Drama	Drama	Drama	Actor Film and television
Music **VET Music Tech Production**	VET Music Tech Production	VET Music	Musician Music therapist
Media Studies	Media	Media	Advertising Journalism Writer
Dance	Dance	Dance	Choreographer

This subject will incur a levy of $120 per semester

Food Studies

Availability: These units run for one semester. Students may take the units in either Semester One or Semester Two, or in both semesters.

Cost: $120

Course description

Food Studies continues to develop student's awareness of food through an integration of theoretical knowledge and practical skills. Emphasis is based upon the design process and encouraging students to build a sound knowledge of the skills required when working with food.

Semester 1 focuses on the science of food. The functional, nutritional, and sensory properties of food are explored, and key preservation techniques. A further unit on healthy eating for the future explores nutrition principles and food selection relating to dietary requirements and a designed solution for a design brief is created using the design process.

Semester 2 focuses on the diverse cultural origins and backgrounds of food. The dietary characteristics unique to Australia are examined, including how people, both within and outside the cultures of Australia, have influenced the cuisine of Australian society. A further unit explores Australian and global food systems including the exploration of issues about the environment and food sustainability, farming practices, and the challenges of food security and food wastage.

Areas of study

• The design process
• Working with a design brief
• Creating designed solutions
• Science of food
• Functional properties of food
• Origins of food
• Food sustainability
• Environmental issues and farming practices
• Food security
• Nutrition
• Food choice and dietry requirements

Assessment

Students will complete common assessment tasks including creating designed solutions to a design brief using the design process, practical sessions including food preparation, demonstrations, and experiments
and/or investigative research assignments. There is also a school based examination in both Semester One and Semester Two covering all content covered in this course.

This subject will incur a levy of $100 per semester

Hospitality

Availability: These units run for one semester. Students may take the units in either Semester One or Semester Two.

Cost: There is a $25.00 cost for a chefs jacket and a cap or scarf organised through the school.

Course description

Hospitality is a subject that aims to equip Year 10 students with the skills required to undertake a career within the hospitality industry. Students will be involved in special occasion catering within the College and the community. Development of complex practical skills in food preparation and presentation.

These skills are then applied to a number of college events such as the School Showcase the College Gala, Celebration Day and the VCE Exhibition. For each event students will be required to complete a portfolio which works through the design process. They will plan, produce, serve and evaluate each event. Students may be required to make themselves available after school hours for some of the events. This is a requirement of the course and a key aspect of assessment. Throughout the unit there is a strong emphasis on a team approach and commitment to each task. There is also emphasis on the food hygiene and preparation standards required when working in the food industry.

Areas of study

• Hygiene and safety
• Development of complex practical skills
• Food preparation and presentation
• Design process folio

Assessment

Students will complete and submit a portfolio using the design process. They will plan, produce, serve and evaluate each event. Students may be required to make themselves available after school hours for some of the events. This is a requirement of the course and a key aspect of the assessment

Wood

Availability: These units run for one semester. Students may take the units in either Semester One or Semester Two, or in both semesters.

Course description

Wood aims to extend the knowledge of working with wood and the skills gained in Years 7 and 9. In this unit, students will use a variety of drawing types to design two practical pieces for a specific purpose. Students are encouraged to be as creative as possible and use a variety of techniques in their work. Once completed, the pieces are critically evaluated by the student. During the course, students will be expected to complete theory work based on a wide range of topics including; safety in the workshop and finishing techniques.

In Semester Two, students will use isometric and oblique projection to convey their ideas for the production of a Narrow Hall table with sliding draws to suit a client's requirements. When finished, the completed models are critically evaluated by the student. During the course, students will be expected to complete theory work based on a wide range of relevant topics such as health and safety and power tool use.

Areas of study

• Design elements
• Health and safety in the workplace
• Design folio process
• Finishing techniques

Assessment

Students will complete and submit a portfolio using the design process. They will investigate, plan, produce and evaluate their work

• Design folio
• Exam

This subject will incur a levy of $80 per semester

Fibre

Availability: These units run for one semester. Students may take the units in either Semester One or Semester Two, or in both semesters.

Course description

Design Technology Fibre continues to develop previously acquired skills in fabric decoration and craft. Emphasis is placed on the design process. Students will be encouraged to design articles which further enhance their existing skills and promote individual ideas and talents.

Areas of Study

• Tie dye
• Fabric printing.
• Folio
• Soft Toy making
• Pattern making

Assessment

Students will complete and submit a portfolio using the design process. They will investigate, plan, produce and evaluate their work

• Design folio
• Exam

Design and Technology Metal

Availability: These units run for one semester. Students may take the units in either Semester One or Semester Two, or in both semesters.

Prerequisites: Nil

Course description

The Design and Technology Metal taster program is designed to give students the introductory skills, experience that is the foundation for careers paths in the engineering and manufacturing. This program will lead to:

A pre-employment training program for direct entry pathways into the Engineering and Manufacturing industry.

Areas of study

Safe use of equipment
1. Apply principles of occupational health & safety in the work place
2. Follow safe work practices.
3. Work is carried out safely.
4. Safety signs/symbols are identified and followed as per instruction.

Use hand tools
5. Hand tools are used to produce desired projects to specifications using hand tools safely. This includes the use of:
6. Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, files of all cross-sectional shapes and types, scribers, rules, engineering squares, dividers, callipers.

Use power tools / hand held operations / use of welding tools
7. This subject covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications. Using power tools safely.
8. PPE for safe use of equipment. These may include: Electric drills, grinders, cutting saws, sanders, planers, pedestal drills and pedestal grinders.
9. OH&S in industry

Apply basic fabrication techniques
10. This subject builds on the skills and knowledge from semester 1, as well as the use of power tools / hand held operations.
11. The student will be able to produce projects using folding and bending methods, various fastening techniques, including riveting, use of bolts, soldering techniques, and the use of guillotines, and other fabrication equipment.

Assessment

• OH&S
• Safety signage
• Hand and power tools
• Welding and soldering

Design Technology Pathways

Design Technology Pathways and Beyond

Year 10	Year 11	Year 12	Occupation
Food **Hospitality**	Food Studies	Food Studies	Baker Chef Confectioner Food technologist Home economist Nutritionist Bar attendant Food services manager Childcare and education Community services Health studies
Wood	Product Design and Technology Wood	Product Design and Technology Wood	Cabinet maker Builder Carpenter Joiner
Fibre	Product Design and Technology Fibre	Product Design and Technology Fibre	Clothing pattern maker Fashion designer

VET/VCE Certificate III Information, Digital Media and Technology - Year 1

ICT20

This course is for students in Year 10 and students in Year 11 who have not completed the first year of the course in 2020.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

Prerequisites: Nil

Overview

This course is a spin on a traditional VET IT course, with a focus on video game design. After completing both years, successful students will receive a Certificate III in Digital Media. The first year of the course covers introductory tutorials, prototyping skills, and some general skills found in the Information Technology domain.

Career Pathways:

- Game engine programmer
- Physics engine programmer
- Graphics engine programmer
- Artificial intelligence programmer
- Sound programmer
- Gameplay programmer
- Software engineer
- UI programmer
- Input programmer

10297NAT
Certificate II in Applied Language

Availability: This unit runs for the whole year. Students undertake the unit in both Semester One and Semester Two.

Prerequisites: Yr 9 Italian

Course Description

To provide participants with knowledge and skill development to enhance their employment prospects within the languages industry. Enable participants to gain credit towards a nationally recognised credential.

Program Structure

The VCE VET Applied Language program offers two distinct programs. Students may complete:

Program 1
Certificate II in Applied Language provides four core units of competency. Students are required to complete the core units of competency in order to complete the qualification.

The units of competency in the program form Units 1 and 2 for VCE recognition purposes. Credit will accrue on the basis of 90 nominal hours per VCE unit in the following sequence: Unit 1 and 2.

VCE: Students who complete Units 1 to 4 of the VCE VET Applied Languages program are eligible for four units credit towards their VCE: two units at Units 1 and 2 and a Units 3 and 4 sequence.

ATAR: Scored Assessment Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Applied Languages must undertake scored assessment for the purpose of achieving a study score.

The Requirements/Outcomes

The VET Certificates are nationally recognised qualifications in the study of a language. The Certificates are based on a fixed curriculum, however, each institution that offers the qualifications interpret the requirements within its context. In order to achieve a VET Applied Language qualification, students must demonstrate 'competencies' described in each Unit of the Certificate. Guidelines are given as to language that might be covered and settings The qualifications are nationally recognised, and are aligned with the Common European Framework of Reference (CEFR). The qualifications are not Language specific and are suitable for delivery in any script or character based Language. Whilst at Certificate II level no prior knowledge is assumed, the Certificate II is a pre-requisite for the Certificate III, and the Certificate III is a pre-requisite for the Certificate IV.

In terms of language, what do students learn?

Each Certificate has a communicative focus in that students must demonstrates their capacity to understand and use the language to communicate. The tasks involved require students to be able to interact with a range of people, in a range of settings – both in social settings and in the workplace. For example, students are required to demonstrate competency in areas such as: talking about themselves, asking and responding to questions, asking for and offering help, explaining, giving directions, and inviting, declining and accepting invitations.

Some examples
• Make a booking to see a doctor (e.g. days, dates, times) and write it in a diary
• Ask for and give directions (e.g. places in a city, imperatives, question forms)
• Give instructions (e.g. classroom instructions, recipes)
• Write an email (e.g. ask tourist office for information re places to visit in city overseas)
• Read a letter (e.g. complaint re accommodation)
• Chat on the phone to a friend (e.g. basic conversation re plans)
• Leave a voicemail for a friend to call (e.g. name, day, request, call back, phone number)
• Make arrangement to meet (e.g. day, date, time, place, indicate on map)
• Ask a colleague how to find toilets/photocopy room (e.g. directions, names of places)
• Ask permission from boss to modify work hours (e.g. days, times, give / deny permission)
• Read postcard from friend overseas on holidays (e.g. past tense, places, tourist activities)
• Write thank you note accepting/declining invitation to a dinner (e.g. future tense)
• Write text message to a friend arranging to meet (e.g. days, times, places, prepositions)
• Write entry on Facebook about activities (e.g. leisure activities, past tense)
• Read instructions from boss re preparation for meeting (eg. imperatives, places in workplace)
• Read office memo regarding workplace attire (e.g. obligation, clothes)
• Write note for colleague re requirements for meeting room (e.g. technology vocabulary)

Future Pathways:

Students who complete this qualification may articulate into higher nationally recognized qualification and will receive the 10% ATAR increment at the end of Year 12.

Students will be able to find employment in industries where the Italian language is often used. Only when students have completed Certificate II, can they continue onto Certificate III in Applied Language.

Pathways for Languages

Why Study Languages?

Students are encouraged to continue studying a language at VCE level for a variety of reasons. Studying a language contributes to the development of higher order thinking skills and it improves their understanding of grammar and literacy in the English language. Learning another language also allows students to develop a better understanding of their own culture as well as appreciate the cultures of others.

Greater Employment Opportunities

Studying a language opens the doors to greater employment opportunities in fields such as:

- Tourism and Hospitality
- Engineering
- Trade and Commerce
- Technology
- Education
- Art and Design
- Health and Welfare
- Journalism
- Environmental Sciences
- Law
- Accounting

Knowledge Of Other Cultures

Australia is a multicultural society. We need to learn to see the world through the eyes of people from other cultures.

Improve Your English Language Skills

Studying a second language may improve your understanding and use of English.

Italian
Year 9 Italian
↓
Year 10 Italian
↓
Year 11 Italian
↓
Year 12 Italian
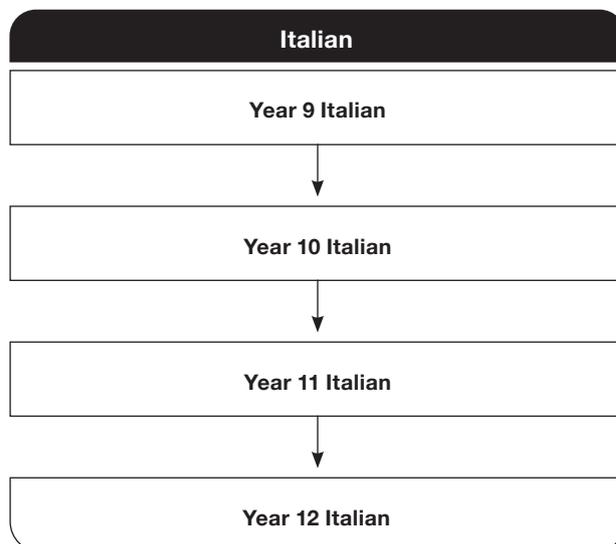
VCAL
PROGRAM

VCAL Program

The Victorian Certificate of Applied Learning (VCAL) is accredited at three award levels – Foundation, Intermediate and Senior. The three qualifications provide flexible entry and entry points for a range of student abilities and interests, and offer a clear progression for skills, knowledge and attitudinal development.

RATIONALE

The VCAL qualification aims to provide skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilization of a student's particular interests, and new pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL.

At CRC Melton, the VCAL program is ideal for students who have a desire to enter a trade, gain an apprenticeship, or complete TAFE certificates for further education. The structure of the VCAL program allows the students to attend TAFE one day per week to complete a Certificate I, II or III course in their area of interest. The student is also required to attend work placement one day per week, where they can transfer the skills they learn at TAFE and school to the real world of work. The three remaining days a week find students studying the four VCAL curriculum strands at school:

• Literacy (Oral and Written Communication)
• Numeracy
• Work Related Skills
• Personal Development Skills
• Industry Specific Skills - (VET/TAFE)

At CRC Melton curriculum components are drawn from core VCAL units, and VET programs available at external TAFE Colleges or VET providers.

The following table contains the program structure for year 10, 11 and 12.

Year 10 VCAL Program Units

(Foundation VCAL)
Literacy
Numeracy
Personal Development Skills Work Related Skills
Internal or External VET or TAFE Work placement

Year 11 VCAL Program Units

(Foundation or Intermediate VCAL)
Literacy
Numeracy
Personal Development Skills
Work Related Skills
Internal or External VET or TAFE
Work placement

Year 12 VCAL Program Units

(Foundation, Intermediate or Senior VCAL)
Literacy
Numeracy
Personal Development Skills
Work Related Skills
Internal or External VET or TAFE
Work placement

Attendance Requirements: Students are required to attend a minimum of 90% of scheduled classes to satisfactorily complete VCAL modules.

VCAL Policy

Rationale

The VCAL (Victorian Certificate of Applied Learning) aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

Principles

The principles underpinning the VCAL are:
• New accredited pathways for secondary students.
• Tailoring a program to suit students' interests.
• Personal development.
• Development of work related and industry specific skills.

These principles are within the context of applied learning. In the VCAL these principles are shown through:
• The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning.
• The development of knowledge and skills that assists students to make informed vocational choices and facilitate pathways to further learning and employment.

VCAL Levels

Students enter at the level of VCAL that suits their learning needs, abilities and interests. Decisions about which VCAL level a student should be placed in should take into account the student's literacy level, interests, goals and abilities. The decision about entry level should also take into account the student's:

• strengths and interests,
• preferred learning style,
• vocational goals,
• readiness for participation in structured workplace learning or formal vocational education,
• envisaged pathways, and
• leadership capabilities.

There are three levels of VCAL:
• Foundation,
• Intermediate, and
• Senior.

These levels do not correspond to year levels. Students are enrolled in the level that matches their abilities.
• Foundation

At this level the focus is on basic and preparatory knowledge and employability skills. There is also a strong emphasis on literacy and numeracy skills.
• Intermediate

At intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.
• Senior

At this level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership. The demonstration of knowledge and skills, which apply directly to the workplace or further training, is also important.

VET will incur a fee of $300

VET/TAFE

Vocational Education and Training (VET) enables a secondary student to combine education with training to provide occupational or work-related knowledge and skills. Prepares students to the standard expected from employers and industry.

Student's receive a Certificate acknowledging completion of a nationally recognised training course.

Successful completion of a VET in Schools program allows VCAL students to gain credit in the VCAL Certificate in either the Industry Specific Skills strand or the Work Related Skills strand. The credit may be at Foundation, Intermediate or Senior level.

It is important to note VCAL students undertaking an Intermediate or Senior Level Certificate must undertake a VET program to meet the minimum VCAL course requirements of the Industry Specific Skills strand.

VET is compulsory part of VCAL, students must complete the certificate that they are enrolled in to receive funding. Parents currently pay $300 toward the cost of TAFE/VET fees; the school covers the remainder of the cost (it costs approximately $2400 for a VET course). If students are removed from the course or do not complete the course for any reason parents are liable for the full cost of the course.

Work Placement/Structured Workplace Learning (SWL)

Structured workplace learning is on the job training during which a student is expected to master a set of skills or competencies, related to a course accredited by the Victorian Registration and Qualifications Authority (VRQA). The VCAA has determined that structured workplace learning is an appropriate and valuable component of all VET undertaken by VCE and VCAL students.

Structured workplace learning complements the training undertaken at school or at a Registered Training Organisation (RTO) and should be spread across the duration of the training program. It provides the context for:

• enhanced skill development
• practical application of industry knowledge
• assessment of units of competence/modules, as determined by the RTO
• increased employment opportunities

Structured Workplace Learning is a compulsory component of VCAL at the College. Prior to the commencement of Work Placement students must return the 'Work Placement Arrangement' Form to the College. This form must be signed by all parties as it is a legal requirement.

Students are responsible for their own work placements. They will need to take a Log Book with them to be used as evidence for the number of hours they have undertaken - this must be signed by the supervisor. This must be submitted to their Work Related Skills teacher at the end of each term and checked. The Log Book provides proof - written evidence, for Structured Workplace Learning.

Attendance

Students enrolled at Catholic Regional College, Melton automatically make a commitment to keep to the school regulations of which punctual and consistent attendance is one. The School and VCAA (Victorian Curriculum and Assessment Authority) require regular and consistent attendance, therefore it is an expectation that students must be in school throughout the hours of a normal school day. Parents or guardians are expected to support the school in this matter.

- Students are to attend all timetabled periods. In addition to VCAL classes this includes all Homeroom sessions, Assemblies and scheduled subject activities.
- Students are expected to attend TAFE and Work Placement (Structured Workplace Learning).
- Students are expected to attend all VCAL course related excursions and incursions. Non-attendance may impact on the student meeting key criteria and outcomes, and thus may lead to the student not satisfying the requirements of the VCAL Certificate. This may lead to a review panel (see VCAL Handbook for procedure) where non-attendance concerns will be discussed and a plan and consequence devised.
- Students are permitted to have 3 unexplained absences per subject per Term before their attendance could drop below 90%
- Medical certificates and/or statutory declarations must be given to homeroom teachers, who will then email your teachers. If this does not happen your absence will be considered unexplained.
- Attendance below 90% can lead to a student not being competent and as such puts them in severe danger of not meeting outcomes and not getting their VCAL Certificate.
- If a student has more than 3 unexplained absences for a subject within the one term you will sit an 'Attendance Review Panel'.
- Appointments are expected to take place out of school hours. If this is not possible, advance notice is required. Appointments for driving lessons and tests and other such activities are not permitted during school hours.

Any student arriving at school late or leaving school early MUST sign in/out at Student Reception.

Unsatisfactory Performance Notices

- This form is designed as an intervention to aid students when they are struggling to maintain the standard required.
- These notices are uploaded to the student profile and can be accessed on the Parent Access Module (PAM)
- After three notices a review meeting will be held with the VCAL Coordinator and appropriate staff to resolve any issues.

Unique Student Identifier (USI)

- From 1 January 2015, all students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools.
- A USI is a reference number made up of numbers and letters. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life. It is free.
- The USI will link a student's VET achievements, regardless of where in Australia they did the course, let students easily access secure digital transcripts of their achievements and give students more control over their VET information.
- Create a USI at: http://www.usi.gov.au/create-your-USI/Pages/default.aspx

Victorian Student Number (VSN)

- The Victorian Government has legislated and implemented a Victorian Student Number (VSN) for students in Victoria.
- The VSN is necessary for school, TAFE and Registered Training Organisations (RTO's) enrolment.

Process of entry into VCAL

Students will need to follow the process outlined below.

1. Complete the appropriate VCAL Application Form (Year 11 or Year 12), including USI and VSN.
2. Attend careers/pathways counselling session.
3. Submit the completed application form to the VCAL Coordinator by due date.
4. Attend interview with parent, VCAL Coordinator and any others deemed necessary. During this interview the submitted application will be discussed as well the requirements and expectations of the course and the appropriate VCAL level (Foundation, Intermediate or Senior).
5. Applications will be discussed with the Year Level Coordinator and classroom teachers.
6. Students will then be notified via mail. They will either gain conditional acceptance or non-acceptance into the VCAL program.

Conditions of entry into VCAL

Successful applicants will need to meet the conditions outlined below.

1. Ensure VCAL Application form is completed with the necessary detail (including USI).
2. Adhere to the process as outlined above.
3. Ensure the application is submitted on time and all deadlines are met.
4. Careers/pathways counselling session has taken place.
5. Interview held with VCAL Coordinator.
6. TAFE/VET Placement available.

Late Entry to the Program

- Late entry will only be considered in the first four weeks of term 1. This will depend upon the recommendation by the relevant Year Level Coordinator for pastoral reasons and whether or not there are TAFE/VET placements available.
- If there is no availability of TAFE/VET, then the student is not accepted into the VCAL program.
- If there is TAFE/VET availability, then the student will need to complete and submit the appropriate VCAL Application Form, attend Careers/Pathways Counselling session and attend an interview with the VCAL Coordinator.
- The student will need to follow the above process and meet the above conditions.
- Students and parents will need to sign the Late Entry into VCAL Contract.

Exceptions to late entry after the first four weeks of term 1 will only occur if the following circumstances present:

1. Student has transferred from another school and already has VET/TAFE.
2. Student has acquired either a Traineeship or School Based Apprenticeship (SBA).

Satisfactory Completion of VCAL

A student will receive an S (satisfactory achievement) for a unit in the Work Related Skills, Personal Development Skills, Skills for Further Study–Senior and Literacy Skills units when they have demonstrated competence in all learning outcomes for the unit.

In the Numeracy Skills units, students must demonstrate competence in five of the six learning outcomes at the Foundation and Intermediate level and six out of the seven learning outcomes at the Senior level.

For VCAL units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each unit.

Students will receive an N in a VCAL unit if they do not meet the course requirements outlined in the Curriculum Planning Guides.

Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.

(Taken from VCAA VCE/VCAL Administrative Handbook, http://www.vcaa.vic.edu.au/Documents/handbookAdminHand2012-PartC.pdf)

If students are in severe danger of not satisfactorily meeting outcomes, then a review panel (see VCAL Handbook for procedure) will meet to discuss and review such concerns and where possible devise a plan and consequence.

Satisfactory VET unit of competency result

Students receive an S for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes as assessed by the RTO.

Students will receive an N for a unit of competency if they have not yet demonstrated competence. Students receive an N for a module if they have not yet demonstrated achievement of all learning outcomes.

(Taken from VCAA VCE/VCAL Administrative Handbook, http://www.vcaa.vic.edu.au/Documents/handbookAdminHand2012-PartC.pdf)

Communication

The best form of communication for us at the College is email. If you have ANY queries or concerns please email, someone will get back to you as soon as they can.

Methods of communication at the College:
- All student notices appear on SIMON
- Parents should have access to SIMON through the Parent Access Module (PAM) – this is something that needs to be checked regularly.
- School newsletter
- Subject teachers
- Care Monkey – please ensure email addresses are up to date.
- P/T/S Interviews
- Reports – accessible through PAM

Contacts:

VCAL Coordinator - Narelle Layton: nlayton@crcmelton.com.au

VET Coordinator & Careers - Bianca Mifsud: bmifsud@crcmelton.com.au

Pathways Coordinator - Sasha Dickson: sdickson@crcmelton.com.au

Literacy Skills - Foundation

Unit purpose

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write simple or short texts. Texts will deal mainly with personal and familiar topics but may include some unfamiliar aspects. At this level students, often with support, use the writing process with an awareness of the purpose and audience of the text. In reading, students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details. At the end of the Foundation Reading and Writing unit, students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

Learning Outcomes

Writing:

1. **Writing for Self Expression** - Write a short recount, narrative or expressive text on a familiar subject.
2. **Writing for Practical Purposes** - Write a short instructional or transactional text on a familiar subject.
3. **Writing for Knowledge** - Write a short report or explanatory text on a familiar subject.
4. **Writing for Public Debate** - Write a short persuasive and/or argumentative text expressing a point of view on a familiar subject.
5. **Reading for Self Expression** - Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.
6. **Reading for Practical Purposes** - Demonstrate that meaning has been gained from reading a simple instructional or transactional text.
7. **Reading for Knowledge** - Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.
8. **Reading for Public Debate** - Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.

Oracy

1. **Oracy for Self Expression** - Use and respond to spoken language to explore with others story and life experience.
2. **Oracy for Knowledge** - Use and respond to spoken language in talks or discussions that present information about familiar topics.
3. **Oracy for Practical Purposes** - Use and respond to spoken language in short transactions in familiar contexts.
4. **Oracy for Exploring Issues and Problem Solving** - Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic

Assessment:

To be credited with this unit, students must demonstrate achievement in all eight learning outcomes. All elements in a learning outcome must be met in the one task for students to demonstrate achievement in that outcome. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment
The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students should have access to:
• a range of assessment tasks/activities
• a learning environment appropriate to the task
• appropriate ICT, including software tools and devices
• support and advice
• communication supports as required, for example, dictionary and personal word lists.
Subject matter may be 'everyday' and may include some unfamiliar material.

Numeracy Skills - Foundation

Unit purpose

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design, and the use of software tools and devices.

On completion of this unit, students will be able to perform everyday mathematical tasks that involve a single mathematical step or process. Students will be able to communicate mathematical ideas using highly familiar contexts and common everyday language and mathematical notation.

Learning Outcomes:

1. **Numerical Skills and Processes**
   Use simple everyday numbers to perform one-step computations with and without software tools and devices.

2. **Financial Literacy**
   Make simple decisions and perform basic monetary calculations involving money and demonstrate an understanding of participation in a monetary society.

3. **Planning and Organising**
   Identify and use familiar numbers and units of measurement to make decisions about time, location, data, resources, and solve simple problems.

4. **Measurement, Representation and Design**
   Use simple, familiar units to measure, recognise and represent common two-dimensional shapes and three-dimensional objects.

5. **Preparing for Work**
   Use and communicate numerical skills in a practical context within the work environment.

Assessment:

Students must demonstrate achievement in all learning outcomes to be credited with this unit. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment
The conditions of assessment for the Numeracy Skills Foundation unit are that students use:
- real-life, relevant, familiar, personal or everyday contexts and materials where the mathematical content is explicit
- concrete objects (where possible) for spatial and diagrammatic representations
- the context, their prior knowledge and personal experiences to derive meaning and check reasonableness
- support from mentors and/or teachers, advice/modelling and first/other language resources
- personal 'in the head' or pen and paper methods, calculators and/or computers to solve calculations and problems
- oral descriptions using common, everyday, informal language and gestures for explanations, answers and interpretations.

Work Related Skills - Foundation

Rationale

The Work Related Skills unit provides a focus for development of work related and pre-vocational skills in a context appropriate to the task by:

- developing key knowledge and skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment
- providing vocational experiences relevant to student interests and abilities
- providing pathways to further study through credit gained that articulates into VCE or VET courses.

UNIT 1

Learning Outcomes: Foundation
On completion of this unit the student should be able to:
1. Learn about a selected workplace or industry setting.
2. Identify OHS roles and responsibilities of persons within a workplace context
3. Identify OHS problems that may arise in the workplace.
4. Plan and organise a basic work-related activity that meets OHS procedures.
5. Work in a team to complete a safe work procedure for a basic work-related activity.
6. Use information and communications technology and other technology in relation to a basic work-related activity.

UNIT 2

Learning Outcomes: Foundation
1. Prepare for a basic work-related activity.
2. Communicate basic work-related ideas and information.
3. Plan, organise and manage a basic work-related activity.
4. Identify and take measures to solve a problem relevant to a basic work-related activity.
5. Work in a team to complete a basic work-related activity.
6. Use information and communications technology and other technology   in relation to a basic work-related activity.

Assessment Unit 1 & 2:

A range of assessment procedures is used, including:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Awards from recognised programs
- Oral or written reports

Students will progress through the learning outcomes on the basis of competency. When they demonstrate a level of competency in one learning outcome, they will progress to the next level. Thus the course aims to provide multiple entry points to cater for individual student needs.

Personal Development Skills
- Foundation

Aims

The Personal Development Skills units are designed to develop:

- environmental awareness
- commitment to, and achievement of, personal goals
- civil and civic responsibility
- improved health and physical wellbeing.

UNIT 1

Learning Outcomes: Foundation
On completion of this unit the student should be able to:

1. Plan and organise a simple activity.
2. Demonstrate knowledge specific to simple activity or goal.
3. Demonstrate skills specific to a simple activity or goal.
4. Solve problems specific to a simple activity or goal.
5. Demonstrate teamwork skills.

UNIT 2

Learning Outcomes: Foundation
On completion of this unit the student should be able to:

1. Identify the rights and responsibilities of individuals in a community.
2. Plan and organise a simple activity within a community
3. Communicate information about a social issue or community activity.
4. Communicate effectively to resolve problems related to a social issue or community activity.
5. Demonstrate teamwork skills or work effectively as a group/team member.

Assessment Unit 1 & 2:

A range of assessment methods may be applied, including:

- A portfolio of accumulated evidence
- Student logbooks
- Teacher observation and/or checklists
- Discussion
- Self-assessment inventories
- Debates
- Awards from recognised programs
- Role-plays
- Oral or written reports
- Folios of tasks or investigations
- Reflective work journals
- Performing practical tasks
- Evidence of Information and Communications Technology, including internet usage
- Evidence accumulated through project or program participation
- Physical demonstration of understanding or written or oral text
- Application of Information & Communications Technology, including internet usage

Application for Yr 10 Vincit

2021

Name:_____ Homeroom:_____

Student Signature:_____

Parent Signature:_____

USI:_____

VSN:_____

Why do you want to join the Vincit program? (be detailed in your answer)

_____

_____

_____

_____

What is your chosen career path? Why?

_____

_____

_____

What study do you want to pursue at TAFE? Why?

_____

_____

_____

_____

As part of the Vincit program you are required to arrange your own Work Experience. Work Experience occurs for a week in Terms 2, 3 and 4.

1. _____

2. _____

3. _____

Have you had careers counselling with Mrs Dickson?   **Yes / No**

If not, you are required to have a counselling session with Mrs Dickson as part of the Vincit selection process. Please organise ASAP.

Your application will be discussed with your YLC and classroom teachers.

You will also be required to attend an interview with your parents in attendance to discuss the above as well as the requirements and expectations of the course.

Please refer to the procedures and guidelines as outlined in the Vincit Policy. All applicants are expected to meet all deadlines.

Any questions should be referred to Ms Layton VCAL/Vincit Coordinator.

Application for Yr 10 VCAL 2021

Name:_____ Homeroom:_____

USI: (instructions attached) _____

VSN: (obtain from the front office)_____

Why are you applying for the VCAL program at Catholic Regional Colleg Melton?

_____
_____
_____
_____

What strengths can you bring to the VCAL program?

_____
_____
_____

What is your chosen career path?

_____
_____

List the VET/TAFE subject you want participate in, in 2021? Please refer to handout provided and the VCE/VCAL Subject Selection Handbook for more information.

_____
_____
_____

As part of the VCAL program you are required to arrange your own Work Placement. Work Placement occurs one day per week. Where and with whom could you do work placement? List three options.

1. _____

2. _____

3. _____

Where have complete work placement previously?

_____

All students applying for a place in VCAL will be required to attend an interview to discuss the above as well as the requirements and expectations of the course.

Please refer to the VCE/VCAL Subject Selection Handbook for more information.

All applications are expected to meet deadlines. Any questions should be referred to Ms Layton, VCAL Coordinator or Mrs Mifsud, VET Coordinator.

Student Signature:_____   Date:_____

Parent Signature: :_____   Date:_____

- -

OFFICE USE ONLY (The following must be completed)

1. Careers counselling session date: _____

 Signed: _____

2. VCAL Coordinator date: _____

 Signed: _____

3. Year Level Coordinator signed: _____