



Bayside Christian College
“Unity and Maturity in Christ”



Year 10 Information & Subject Selection Handbook 2017

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The College Day

Mondays		Tuesdays – Fridays	
School starts	8:45am	School starts	8:45am
Recess	10:50am – 11:10am	Recess	11:10am – 11:30am
Lunch	1:10pm – 1:55pm	Lunch	1:00pm – 1:45pm
School finishes	3:15pm	School finishes	3:15pm

Term Dates 2017

Term 1	Monday 30 January – Friday 31 March
Term 2	Thursday 20 April – Friday 30 June
Term 3	Thursday 20 July – Friday 22 September
Term 4	Wednesday 11 October – Wednesday 13 December

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For further information relating to VCE at Bayside Christian College, please refer to the VCE Policy Handbook available at www.baysidecc.vic.edu.au/school-policies.

Introduction to Year 10 at Bayside Christian College

Welcome to Year 10 at Bayside Christian College. Year 10 is an exciting time where students enter into Senior School and embark on their first VCE or VCAL subjects.

Bayside Christian College values partnership with parents. This is possible through effective communication and involvement in College life – from attending meetings and parent/student/teacher conferences, to joining us on camps and excursions and through regular engagement with Edumate.

Year 10 is critical to each student's preparation for their future pathways, whether VCE or VCAL.

One of the important decisions is choosing subjects to take in Year 10 which later leads to selecting a course of study in Years 11 and 12. These decisions are important since they may directly affect success at school and how students feel about school. They may also impact on career plans after leaving school.

Year 11 students have two key pathways to select from: VCE or VCAL. The Victorian Certificate of Education (VCE) is designed to prepare students for a University pathway, and is theoretical in nature. The VCE provides students with an ATAR, required for direct entry into University after Year 12. At Year 10, students choose a VCE subject in order to accelerate their VCE qualification.

The Victorian Certificate of Applied Learning (VCAL) is designed to prepare students for further study at TAFE, an apprenticeship or direct entry into the workforce, with qualifications being gained while at school. It is 'hands-on' in nature. At Year 10, you will obtain the VCAL foundation qualification.

All subjects taught in VCE and VCAL at Bayside Christian College, while conforming to the basic design as required by the Victorian Curriculum Assessment Authority (the governing body), are taught from a Christian perspective. This teaches students to discern, evaluate and confront issues within each study using God-given principles derived from Scripture.

Bayside Christian College Purposes

Bayside Christian College is a welcoming and thriving ELC-Year 12 Christian school community set amongst the backdrop of beautiful natural flora. Established over 30 years ago by the Association for Christian Education of Frankston Inc., the College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by –

- i. leading students into the service of God and of others as a thankful response to the work of God in Christ;
- ii. nurturing in students the development of a Biblical understanding of the world and of life;
- iii. establishing an educational environment that is characterised by faith, hope, love, joy, peace and service;
- iv. helping students to discover and develop their own God-given abilities and to recognise and respect those of others;
- v. showing students that knowing their strengths and limitations, is part of achieving a realistic, positive self-image;

vi. promoting a striving for excellence in their lives.

Bayside vision

To nurture and prepare young people for a life of responsible discipleship in God's Kingdom.

Bayside motto

"Unity and Maturity in Christ" – taken from Ephesians 4:13.

Bayside's Christian Distinctive

Bayside Christian College is Christian in its ethos, its curriculum and its character. Its attitudes and actions are shaped by an ongoing commitment to the vision of its founders of 'providing education which is honouring to God'.

Bayside teaching and administration staff are Christians who are active in their local churches. They are dedicated to biblically-based education that seeks to encourage children to understand what it means to follow Christ across the whole of life.

This shared vision is demonstrated practically in the classroom by the application of a Christian worldview perspective, where students are encouraged in their ability to understand and respond to the world and its various challenges through a biblical lens.

This perspective means that when it comes to schooling, and that includes all programs and activities, consideration is given to whether it encourages growth in understanding what it means to follow Christ.

Christian schooling also means Christian community. One significant way that Christians visibly demonstrate their distinctive understanding of the world is through genuine care and devotion to the wellbeing of others.

Concern for community is a real strength of Bayside Christian College. As such, there is an expectation of all members of the College community – teachers, parents and students – that we view and act towards others in a biblical way.

Christian Education for Christian Families

Bayside Christian College is governed by the Association for Christian Education of Frankston Inc., whose membership is made up of parents and like-minded individuals willing to accept the biblical foundations of the College and its curriculum.

The Association was formed in 1980 by a handful of dedicated parents with the desire to have their children educated in a formal environment supportive of their own Christian beliefs.

Parents of current and former Bayside students, who are committed to the College's founding purposes and who wish to share in moral ownership over its future direction, are invited to become members of the Association.

See www.baysidecc.vic.edu.au/association or contact the Bayside Community Development Officer Ben Williams (5971 6718) for more information.

Glossary

The following list attempts to define the most common terminology used in the VCE:

Assessment:

Units 1 and 2: Students will complete school-based assessment tasks, which will be graded, made available on Edumate and reported to parents on a school report. Satisfactory completion of outcomes will also be included. The minimum passing grade for all subjects is 50%.

Australian Tertiary Admission Rank (ATAR):

Students who complete the VCE will receive an ATAR, which is the overall ranking given to a student based on the study scores achieved. It is on a scale of 0-100 and is used by universities and TAFE institutes to select students for their courses.

Outcomes:

Each VCE unit includes a set of two to four outcomes which explains what a student must know or be able to do to satisfactorily complete a unit. Achievement of outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Each VCAL unit includes five to six outcomes. Achievement is based on the teacher's assessment of the student's understanding through practical demonstration of learning.

Satisfactory Completion:

To gain credit for a unit, a student must satisfactorily meet all of the criteria for set outcomes. Outcomes and associated tasks, in addition to adherence to school rules and policies, are the bases for determining whether or not a student has satisfactorily completed a unit.

School Assessed Coursework (SAC):

School-assessed coursework is made up of a number of assessment tasks to assess the unit's learning outcomes as specified in the study design, and is completed within a limited time frame as part of the regular teaching and learning program. If a student is absent for a SAC for any reason they will be required to provide documentary evidence for their absence (e.g. medical certificate) and complete a similar task at another time.

Study Design:

Study Designs are the documents produced by the Victorian Curriculum and Assessment Authority (VCAA) that outline the areas of study and explain the key knowledge and skills students need to acquire to achieve the learning outcomes for the current accreditation period of each VCE Study.

Each study design is available online from the VCAA website:

www.vcaa.vic.edu.au/vce/studies/index.html

Study Score

A study score is a score from 0-50, which shows how a student has performed in a study, relative to all other students in the state doing that same study. It is based on the results for school assessments and external exams.

Study:

A study is a subject available in the VCE and is made up of a sequence of four semester Units.

Field of Study: A field of study is a specific content area (e.g. English, Mathematics, Science)

Title of Study: The name given to the particular focus within a field of study (e.g. Chemistry)

Area of Study: The specific topics for study within each unit (e.g. 'Periodic Table')

Unit:

A unit consists of a semester's (half year's) work and involves 100 hours of study of which 50-60 hours will be class time, whilst the remainder includes individual student homework, research and study time.

Units 1 and 2 are designed to be 'self-contained' and students may take independent units at this level. Units 3 and 4 are to be taken as a complete sequence; that is, enrolling in Unit 3 means also enrolling in Unit 4.

VCAA - Victorian Curriculum and Assessment Authority:

The Victorian State Government is the authority responsible for conducting the VCE and VCAL.

Year 10 Program Outline

Year 10 students have the following allocations:

Core subjects	Bible English / Foundation English History Mathematics / Foundation Mathematics Pastoral Care (Careers) Physical Education / Health Science / Applied Science
Foundation VCAL students	Industry Specific Skills Personal Development Skills Work Related Skills Certificate I Employment Pathways Certificate II in Business

Accelerated VCE students	Business Management Units 1/2
Provisionally choose from the following:**	General Mathematics Units 1/2
	Health & Human Development Units 1/2
	Outdoor & Environmental Studies Units 1/2
	Psychology Units 1/2 (*pre-requisites apply)
Elective subjects	Art
May include:	Design Technology
	Information Technology
	Media
	Music
	Paddock to Plate - Land
	Paddock to Plate - Food
	Performing Arts
	Textiles
	Visual Communication Design
Other programs	Work experience
	Resiliency Day
	Mission trip
	Career education
	Individual pastoral care
	Camps
	Interschool sporting competitions
	Plus Club

**Courses run subject to student numbers.

Victorian Certificate of Education (VCE)

The VCE is a two-year qualification which is typically taken over the two final years of secondary education. Students can get a 'head start' by completing a VCE Unit 1 and 2 subject during Year 10; however, most VCE subjects are undertaken in Years 11 and 12. Successful completion of the VCE is based on satisfactory completion of work requirements and outcomes.

To graduate with a VCE, students must satisfactorily complete at least sixteen (16) units.

The usual program at Bayside Christian College looks like this:

Year 10 – 2 units (1 study/subject)

Year 11 – 12 units (6 studies/subjects)

Year 12 – 10 units (5 studies/subjects)

A sample program which illustrates this could be:

Subject	Year 10	Year 11	Year 12
	Semester 1 & 2	Semester 1 & 2	Semester 1 & 2
English or Literature (compulsory)		Unit 1 & Unit 2	Unit 3 & Unit 4
Health & Human Development	Unit 1 & Unit 2	Unit 3 & Unit 4	
Business Management		Unit 1 & Unit 2	Unit 3 & Unit 4
Mathematics General/Further		Unit 1 & Unit 2 (General)	Unit 3 & Unit 4 (Further)
Legal Studies		Unit 1 & Unit 2	Unit 3 & Unit 4
VCE VET Dance (Distance Education)		Unit 1 & Unit 2	Unit 3 & Unit 4

Assessment & Reporting

Each unit of VCE study has between 2–4 *outcomes* – key knowledge and skills – that must be achieved in order to satisfactorily complete that unit. *Satisfactory completion* is reported as an 'S'. Not meeting the requirements for satisfactory completion is reported as an 'N'.

Students will receive school-based reports for Units 1 and 2, outlining satisfactory completion of outcomes and detailing levels of performance in the school assessment tasks.

VCE Subjects Offered for Year 10 Students in 2017

The following subjects are on offer for Year 10 students in 2017 (dependent on number of students selecting the course). Students may choose one of the following:

- Business Management
- General Mathematics
- Health & Human Development
- Outdoor & Environmental Studies
- Psychology (*pre-requisites apply – see course description p. 14)

Business Management Units 1 & 2

<p>Unit 1: Planning a business</p> <p>Area of Study 1: The business idea</p> <p>Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.</p> <p>Area of Study 2: External environment</p> <p>Students consider legal, political, social, economic, technological, global and social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.</p> <p>Area of Study 3: Internal environment</p> <p>The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning. Describe the internal business environment and analyse how factors from within it may affect business planning. 	<p>Assessment:</p> <ul style="list-style-type: none"> Research Reports Case Studies School based short termed business activity Tests Examination
<p>Unit 2: Establishing a business</p> <p>Area of Study 1: Legal requirements and financial considerations</p> <p>Students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.</p> <p>Area of Study 2: Marketing a business</p> <p>Students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.</p> <p>Area of Study 3: Staffing a business</p> <p>Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies from both the employer and employee perspective. 	<p>Assessment:</p> <ul style="list-style-type: none"> Projects Case Studies Tests Analytical Exercises Exam

General Mathematics Units 1 & 2

Units 1 & 2:

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment:

- assignments
- tests
- summary or review notes
- modelling tasks
- problem-solving tasks
- mathematical investigations

Health & Human Development Units 1 & 2

<p>Rationale:</p> <p>In Health and Human Development we acknowledge that our bodies are the temple of the Holy Spirit. We discuss, investigate and attempt to practise God’s directions as to their optimum performance from all the aspects of health – spiritual, emotional, physical, social and mental. In recognising that we individually are part of God’s creation, we study the development of His marvelous yet very unique body and also undertake further investigation into the consequences of the abuse of our bodies from all the facets of health.</p>	
<p>Unit 1: The health and development of Australia’s youth</p> <p>Area of Study 1: Understanding youth health and development</p> <p>Students develop an understanding of the concepts of health and individual human development. This area of study provides students with the foundation knowledge to explore health and individual human development throughout the unit.</p> <p>Area of Study 2: Youth issues</p> <p>Students investigate in detail one health issue relevant to youth. They explore the impact of this health issue on all dimensions of youth health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to their selected health issue. Students form conclusions about personal, community and government strategies and programs designed to influence and promote youth health and individual human development.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> Describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth. Describe and explain the factors that have an impact on the health and individual human development of Australia’s youth. 	<p>Assessment:</p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> a case study analysis a visual presentation a multimedia presentation an oral presentation a data analysis a blog a test a written response
<p>Unit 2: Individual human development and health issues</p> <p>Area of Study 1: Prenatal health and individual development</p> <p>In this area of study students develop understanding of the health and individual human development of Australia’s unborn children. Students study the physical changes that occur from conception to birth.</p> <p>Students investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.</p> <p>Area of Study 2: Child health and individual development</p> <p>The focus of this area of study is the development of students’ understanding of the health and individual human development of Australia’s children. Students study the period from birth to approximately twelve years. They explore the physical, social, emotional and intellectual changes that occur from birth to late childhood.</p> <p>Area of Study 3: Adult health and individual development</p> <p>The focus of this area of study is the development of students’ understanding of the health and individual human development of Australia’s adults, including older adults. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia’s adults, including the various determinants that have an impact on health and individual human development.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> Describe and explain the factors that affect the health and individual human development during the prenatal stage. Describe and explain the factors that affect the health and individual human development of Australia’s children. Describe and explain the factors that affect the health and individual development of Australia’s adults. 	<p>Assessment:</p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> a case study analysis a visual presentation a multimedia presentation an oral presentation a data analysis a blog a test a written response

Outdoor & Environmental Studies Units 1 & 2

Rationale:

The Outdoor & Environmental Studies course gives students the opportunity to grow & develop their skills in outdoor environments. Students are encouraged to investigate God’s creation and the variety of ways in which we interact with creation. Stewardship of the gift that God has given us is a strong theme throughout the course and minimal impact practices are followed in all of our practical activities.

Unit 1: Exploring outdoor experiences

Area of Study 1: Motivations for outdoor experiences

Students examine motivations for and responses to nature and outdoor experiences and learn to plan for and engage in safe participation in outdoor experiences.

Area of Study 2: Experiencing outdoor environments

Students consider factors that affect access to outdoor experiences, and describe the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.

Outcomes:

1. Describe motivations for participation in and personal responses to outdoor environments.
2. Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences.

Assessment:

Assessment tasks are selected from the following:

- a journal/report of outdoor experiences
- a case study analysis
- oral presentations
- practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- data analysis
- tests
- written responses

Unit 2: Discovering outdoor environments

Area of Study 1: Investigating outdoor environments

Introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives.

Area of Study 2: Impacts on outdoor environments

Students focus on human activities undertaken in outdoor environments and their impacts on those environments. Students investigate and model individual and group responsibilities for activities in outdoor environments, including codes of conduct for recreational activities and community-based environmental action to promote positive impacts on outdoor environments.

Outcomes:

1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments.
2. Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts.

Assessment:

Assessment tasks are selected from the following:

- a journal/report of outdoor experiences
- a case study analysis
- oral presentations
- practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- data analysis
- tests
- written responses

Psychology Units 1 & 2*

Unit 1: How are behaviour and mental processes shaped?

Area of Study 1: How does the brain function?

In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Area of Study 2: What influences psychological development?

Students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Area of Study 3: Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Outcomes:

1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment:

Assessment tasks are selected from the following:

- research investigation
- evaluation of research
- media response
- report of a practical activity
- annotated folio of practical activities
- brain structure modelling activity
- test
- data analysis
- reflective learning journal
- problem solving

For Outcome 3

a report of an investigation into brain function and/or development

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

Area of Study 1: What influences a person's perception of the world?

Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore perceptual distortions of vision and taste that may occur.

Area of Study 2: How are people influenced to behave in particular ways?

In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

Area of Study 3: Student-directed practical investigation

Students develop a question related to external influences on behaviour, plan a course of action to answer the question, collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

Outcomes:

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment:

Assessment tasks are selected from the following:

- research investigation
- evaluation of research
- test
- annotated folio of practical activities
- media response
- report of a practical activity

For Outcome 3

a report of an investigation into internal and/or external influences on behaviour

*Students must attain a 'B' average in Year 9 Maths & Science to be eligible to undertake Psychology.

Outline of Victorian Certificate of Applied Learning (VCAL)

As the name, Victorian Certificate of Applied Learning indicates, VCAL is a 'hands on' approach to learning. VCAL provides students with practical work-related experiences, as well as developing skills in literacy and numeracy.

VCAL is offered at 3 levels:

- Year 10 – Foundation*
- Year 11 – Intermediate
- Year 12 – Senior

*Note: Only students who complete 10 units of VCAL, including VCE Foundation Maths, will be eligible for a full Foundation level certificate. Other students will gain units to contribute to VCAL the following year.

Students participate in four compulsory learning strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills (VET Modules, Certificate 1 Employment Pathways, Certificate 11 Business)
- Personal Development Skills

VCAL in Year 10

All Bayside Christian College Senior Secondary School students are offered two pathways, VCAL and VCE.

VCE is predominantly for students planning on entering university or taking a career path which requires an ATAR.

VCAL is focussed on the learning outcomes needed by students who are planning on:

- Entering a trade
- Pursuing TAFE qualifications after Year 12
- Taking a career path which does not require an ATAR.

VCAL provides these students with a 'head start' into their chosen career path.

VCAL (Victorian Certificate of Applied Learning) is available to Year 10 students as either an accelerated program or, in some cases, a complete Foundation level VCAL certificate.

VCAL students develop their employability skills while working on developing community projects in teams, completing certificates and learning about workplace safety.

Year 10 VCAL students participate in a program that incorporates units towards a VCAL certificate, as well as subjects with Year 10 students working towards VCE.

Upon completion of Year 10, these students will have the option to enter either VCE or VCAL in Year 11.

Year 10 VCAL students will engage in the following subjects:

- Units 1 & 2 of Foundation Personal Development Skills (community projects, event planning etc.)
- Units 1 & 2 of Foundation Work Related Skills
- Certificate 1 Employment Pathways
- Applied Science
- Units 1 & 2 VCE Foundation English
- Mathematics (Units 1 & 2 VCE Foundation Maths or Year 10 Maths)
- Electives program
- Physical Education / Health

At the end of Year 10, VCAL students have multiple qualifications including:

- 8-10 units towards Victorian Certificate of Applied Learning (VCAL)
- Certificates such as First Aid, Food Handlers
- Certificate 1 Employment Pathways

Note: Students who study and pass VCE Foundation Maths will be eligible for a full Foundation Level VCAL certificate.

At the end of Year 12, VCAL students will have the following:

- Year 12 completion
- VCAL certificate (Intermediate and Senior)
- Certificate 1 Employment Pathways
- Certificate II in Business
- VET or TAFE qualification (Certificate II or III)*
- Part-time work, apprenticeship, traineeship or experience from work placement
- Possible credits towards a higher level of TAFE qualification
- Certificates to add to a resume (e.g. First Aid, Food Handler)

Students who enter further education at TAFE will still be eligible to continue into university after satisfactorily completing their qualification if they so desire.

***Note: Vocational Education and Training (VET) qualifications are external qualifications, and are at an additional cost, determined by the provider. This applies to both VCAL and VCE students.**

The VCAL week (Years 11 & 12):

- Three days per week, seven periods per day (Mondays, Tuesdays and Thursdays) are spent at the College focusing on learning strands and Certificate II in Business (as above).
- One day per week (either a Wednesday or a Friday) students are to undertake a VET (Vocational Education & Training) course at TAFE or another Registered Training Organisation.
- One day per week (either a Wednesday or a Friday) students are to find a position either in a part-time apprenticeship or traineeship, part-time work, or work placements.

It is the student's responsibility to find a placement.

Requirements of VCAL

In order to satisfactorily complete a level of VCAL, students must complete a minimum of 10 units. This must consist of at least:

- | | |
|----------------------------|------------------------------------|
| 1 Numeracy unit | 1 Literacy unit |
| 1 Work Related Skills unit | 1 Personal Development Skills unit |
| 2 VCAL specific units | 1 Industry Specific Skills unit |
| 1 VET unit | |

Assessment

Students are not assessed via tests or exams, except for their Certificate level courses (VET). For each unit, students are required to provide evidence of their work on each learning outcome. Students are given multiple opportunities to show that they have achieved the learning outcomes.

Students are given an 'S' (Satisfactory) or 'NYC' (Not Yet Competent) for a set of learning outcomes.

As students' work is not 'assessed' through specific tests, evidence of successful performance of learning outcomes can include, but is not restricted to:

- a portfolio of accumulated evidence (photos, timelines, logbooks, peer evaluation)
- teacher observation/checklists
- evidence accumulated through program participation
- awards from recognised programs
- self-assessment inventories
- oral or written reports
- evidence of information and communications technology, including internet usage

Integrated learning is a key part of VCAL. Learning outcomes are not limited to only one subject. For example, students will meet Numeracy learning outcomes through a project in Personal Development (and vice versa), or even in an activity at work.

Student Expectations

As well as following College policies, students enrolling in VCAL will be expected to demonstrate:

- A positive, 'can do' attitude!
- Teamwork skills
- Initiative in developing community projects
- A willingness to serve the wider community
- A creative, 'hands on' approach to learning
- A willingness to think about and plan for the future
- A mature approach to a flexible and less structured learning environment
- The ability to manage time wisely

As VCAL students will be working closely with their classmates and teacher in a relatively unstructured environment, it is essential that all students show respect for those around them in all that they say and do.

Literacy & Numeracy Strands

For these strands, students will study VCE Foundation English and VCAL Literacy through Years 10-12.

Foundation English is designed for students who require a vocationally orientated approach to English and are aiming to enter the workforce after year 12. Students study:

- Essentials of English
- Communication and the workplace
- Information Literacy

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time, travel, and the underpinning skills and knowledge for further study.

Students will meet all learning outcomes through 'hands on' approaches, usually as part of an overall project being completed as part of Personal Development.

Industry Specific Skills Strand

The purpose of this strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. The requirements of this strand are met through a VET certificate or a combination of eligible VET modules to a minimum of 90 hours. In Year 10, this is met by Certificate 1 Employment Pathways, and in Year 11 and 12 through a combination of the Certificate 11 in Business and other VET courses selected by students.

Work Related Skills Strand

Rationale: Work Related Skills units have been developed to recognise learning that is valued in the community and work environments as preparation for employment which may not normally be recognised within other qualifications. Students will learn to recognise their responsibilities towards others in creating a safe workplace.

Unit 1: This unit provides a focus for the development of work related and pre-vocational skills in the context of practical work related experiences. Students will learn about their chosen industry settings, understand features of OH&S, plan, organise and deliver work related activities, identify OH&S problems and work in teams to ensure a safe workplace.

Unit 2: In this unit, students will build on the skills and knowledge gained in unit 1. They will prepare for work activities, communicate workplace ideas and information, problem solve, work in teams and use Information Technology to communicate ideas.

Students will do this within the context of practical projects, including Industry Electives.

Work experience, work placement and part-time work may also contribute to this strand, provided it links to the VCAL learning program. VET units also meet the requirements of this strand.

Personal Development Skills Strand

Rationale: In Personal Development Skills, it is acknowledged that we are all parts of one body, each with a significant role to play. We recognise that all skills have value and are to be used to honour God and create a difference in the world in which we live. The unit develops individual and group responsibility, values of integrity, enterprise and excellence, empowerment for active citizenship and social responsibility.

Unit 1: This unit has a focus on developing organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students plan, organise and deliver events, demonstrate knowledge and skills specific to activities and goals, solve problems and work in teams. This will be based on the theme for the year. Students also choose and Industry Elective, which allows them to work in their chosen field while at school each week.

Unit 2: This unit builds on skills in unit 1 and students focus on the community. Students examine the rights and responsibilities of individuals in the community, plan and organise events, communicate information about social issues, work on resolving social issues and continue to demonstrate teamwork skills. Students also continue in their Industry Elective. The purpose of this strand is to develop skills, knowledge and attitudes that lead toward:

- Social responsibility
- Building community
- Civic responsibility, for example, through volunteering and working for the benefit of others
- Improved self-confidence and self esteem
- Valuing civic participation in a democratic society

The skills, knowledge and understanding gained in this strand underpin the development of skills in the three other VCAL curriculum strands.

Wherever possible, students will be given the opportunity to participate in formally recognised programs in order to enable them to gain formal certificates. This may incur extra costs.

Projects will be organised and run in groups (generally as a class), rather than individually, making the ability to work in a team an essential skill.

Certificate II in Business

The Certificate II in Business offers students the opportunity to gain both theoretical knowledge and practical skills, preparing them for work within various industry settings.

The course focuses on communication skills, effective management, business organisation and working effectively with others.

At Bayside, students demonstrate competency by initiating their own businesses, which are operated for a year.

Certificate I Employment Pathways

The Certificate I in Employment Pathways, is a qualification that assists students to gain vital foundation skills and knowledge to succeed in the senior years. This course provides an excellent pathway to work placement, career development, subject selection, time management, organisational and study skills programs. Students learn to work with others, communicate effectively, plan for career development, prepare for employment and develop employability skills.

Industry Electives

Students will be offered a choice of electives that will provide them with 'real life' experience in their chosen industry. These will be determined by student interests and include areas such as:

- Early Learning Centre
- Landscaping
- Building
- IT Department
- Primary PE
- Assisting in Primary classes

VCAL Application Process

Students will be selected for VCAL based on their ability to demonstrate:

- Clear career direction not requiring an ATAR or VCE
- Maturity and ability to work in a team

Students may be nominated by staff for consideration in the VCAL stream, or may submit an expression of interest to the VCAL Co-ordinator.

An interview will be conducted with the student by the VCAL Co-ordinator and Careers Co-ordinator to determine suitability for the VCAL stream.