

Years 9-12 Course Guide

2027

Bayside Christian College

"Unity and Maturity in Christ"

OUR LEARNING DISTINCTIVE

Bayside Christian College is shaped by a Christian ethos that informs its curriculum, culture, and character. Its attitudes and actions reflect a continued commitment to the founding vision of providing education that honours God.

The College's teaching and administrative staff are active Christians, engaged in their local churches and dedicated to delivering Biblically-based education. They seek to help students understand what it means to follow Christ in every aspect of life.

This vision is expressed in the classroom through the consistent application of a Christian worldview. Students are encouraged to engage with the world and its challenges through a Biblical lens, developing both understanding and discernment.

At Bayside, every aspect of schooling—from lessons to programs and activities—is approached with a desire to foster growth in Christ-centred understanding.

Christian education also means Christian community. One of the most visible ways Christians express their worldview is through genuine care and commitment to the wellbeing of others.

A strong sense of community is a defining feature of Bayside Christian College. All members—staff, parents, and students—are expected to treat others in ways that reflect Biblical principles and values.



The College's vision is to nurture and prepare young people for a life of responsible discipleship in God's Kingdom and to help parents equip their children for effective, God-glorifying lives post Secondary school.

We work in partnership with parents to ensure that each student's educational experience is nurturing and successful, and that God's purposes and plans will become clearer as they grow and mature.

Through the Secondary School years, young adolescents undergo a myriad of changes; physical, emotional, social and intellectual development all occurs simultaneously. Identity begins to form as young people journey toward adulthood, and it is essential through this time that a nurturing learning environment is maintained, enabling students to flourish and reach for their best.

Our staff are committed to every student, and it is the sincere desire and prayer of each teacher that all students will reach their highest possible potential.

Teachers help students to identify their God-given gifts and abilities, encouraging and assisting them in their development.

Students develop their knowledge, understanding, skills and character through a rich and engaging Secondary curriculum. Our choice-based elective program provides students with the opportunity to further develop their individual gifts and interests as they explore what the right educational pathway for Senior Secondary will look like.

Bayside Christian College provides students with the opportunity to become confident and successful learners that are equipped to face the challenges of the future. We hope that as students journey through life they come to appreciate and understand that God loves and cares for them and that they are all uniquely made.



Mr James Kumnick
Head of Secondary

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HELPFUL TO KNOW

Term	Acronym	Description
Assessment		Teachers use school-based assessments to understand how and what their students learn. VCE assessments are based on 'outcomes'. There are two kinds of assessment in the VCE: in-school, class-based coursework or tasks and external examinations (written, oral, performance or electronic).
Australian Tertiary Admission Rank	**ATAR**	A ranking on a scale of 0.00 to 99.95, based on study scores given to a student. Calculated by VTAC and used by tertiary institutions to select students for their courses.
General Achievement Test	**GAT**	A test completed by all students enrolled in one or more VCE or scored VCE VET Unit 3&4 subjects. Section A of the GAT is also completed by students enrolled in one or more VCE VM Units 3&4 subject sequences.
Outcomes		What students are expected to know and have achieved by the time they have finished a VCE, VCE VM, or VPC unit.
Satisfactory		Certified that a student has successfully completed the outcomes of a unit in VCE, VCE VM or VPC, or units of competency for VCE VET.
School Assessed Coursework	**SAC**	Used to assess a student's specific sets of practical skills and knowledge. Tasks are set by the College and assessed by the teacher.
School Assessed Tasks	**SAT**	SATs are ongoing assessments designed to evaluate students' practical application of knowledge and skills, often through the completion of a folio-based task
Scaling and Statistical Moderation		The statistical moderation process is used to adjust each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.
Statement of Attainment		A record of recognised learning that may contribute towards a VET qualification.
Study Designs		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 each VCE or VCE VM Study. Each Study Design is available online from the VCAA website.
Study		• A study is a subject available in the VCE or VCE VM 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')
Study Score		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 of School Assessed Coursework and external examinations.
Technical and Further Education	**TAFE**	TAFEs offer a range of VET courses up to the level of Advanced Diploma.

Term	Acronym	Description
Units		A unit consists of one semester's (half a year's) work and involves 100 hours of study of which 50-60 hours will be class time and the remainder consisting of individual student homework, research and study time. Units 1&2 are designed to be 'self-contained' and students may take independent units at this level. Units 3&4 are to be taken as a complete sequence; that is, enrolling in Unit 3 means enrolling in Unit 4.
Victorian Certificate of Education	**VCE**	A senior secondary qualification option by which an ATAR calculation is based for Tertiary applications.
Victorian Curriculum and Assessment Authority	**VCAA**	The Victorian state government authority responsible for providing curriculum and assessment programs for the VCE, VCE VM, and VPC.
Victorian Pathways Certificate	**VPC**	A senior secondary qualification designed for students who require a more individualised program than the VCE or VCE Vocational Major, offering a more accessible curriculum and assessment approach.
Vocational Education and Training	**VET**	A range of nationally recognised vocational certificates now integrated within the VCE, VCE VM and the VPC.
Vocational Major	**VM**	A 2-year vocational and applied learning program within the VCE, with specific subjects designed to prepare students for a vocational pathway.
Victorian Tertiary Admissions Centre	**VTAC**	The organisation that administers a selection system for undergraduate courses on behalf of Victorian universities and TAFE colleges. It is responsible for producing the ATAR scores.



SELECTING A PATHWAY

Secondary Pathways

The educational aim at Bayside Christian College is to provide students with an engaging, useful, and enjoyable learning experience that facilitates the development of their skills and abilities. Subject options provide students with opportunity and make available an appropriate range of tertiary and workplace pathways post Secondary school.

The Year 9 and 10 program has been designed to accommodate the components of the Australian and Victorian Curriculum through our core and expanded electives program.

Year 9 students will complete five core subjects and can choose two elective subjects per semester with Physical Education being a compulsory semester-based subject.

At Year 10 level, students complete four core subjects and one compulsory semester in each of History and Physical Education. Students will also select two elective subjects per semester. Note: Students who are accepted to accelerate in one VCE subject will complete one elective subject per semester instead of two.

Year 9 and 10 students will sit mid-year and end-of-year examinations for their core subjects as preparation for higher studies.

Subject Selection

Subject selection involves the following steps:

1. Current Years 8, 9 and 10 students and their parents/carers attend the Secondary Pathways Expo which provides general information and prospective subjects for the following year. Pathway information sessions are also conducted. Year 11 students who wish to alter their Year 12 subjects are also encouraged to attend.

2. Years 9 and 10 students attend a 1:1 subject selection interview with their parents/carers to discuss the right pathway plan that compliments the student's skills, strengths, and ambitions. Please note all 1:1 interviews require booking via the Booked (PTO) button on the College website.

3. Students then make an informed choice about their Pathway course and submit their subject preferences for the following year via a Subject Selection form that will be sent via their student email.

Year 9 students will also need to indicate if they wish to accelerate in a VCE subject or commence the VCE VM program as part of their Year 10 studies. Year 10 students will be asked to consider VET course options should this pathway option be applicable for Years 11 and 12.

Should students or parents have any questions or concerns regarding the course selection process, they should contact the College and seek advice from the Careers Coordinator.

Selecting a Pathway

Students should be realistic in their subject choices and consider how they will enrich their future career goals post Secondary school. This includes Elective subject choices at Years 9 and 10 in preparation for the chosen VCE pathway in Years 11 and 12 - VCE, VCE VM or the VPC. There is a significant jump in the quality and quantity of work associated with VCE studies in the senior years.

It is important for students to spend time in prayer and seek wise counsel from parents, teachers, Careers Coordinator, pastors and youth leaders about their future directions, and how best to use the gifts God has given them.

Tips on Selecting Subjects

Subject selection can be tricky, but primarily needs to allow the students to best prepare for what happens once school is over. Selecting subjects for the senior school years is an exciting, but sometimes a daunting task for the student and their parents/carers. However, this decision can be made easier by:

- collecting information at the Pathways Expo;
- working with your teacher/s recommendations;
- considering subject requirements and skill sets;
- researching Tertiary prerequisites for future studies.

Note: The Careers Coordinator or Senior Secondary teachers will meet with students individually to assist with their subject selections as it is extremely important that wise and informed decisions are made.

Students should aim to have a balanced course as it may not be possible to change direction if a narrow range of options has been chosen. In short, students are advised to select studies that they:

- enjoy as these are generally the areas where the most success is met;
- have researched and have an interest in;
- achieve a high standard, as success is generally a positive motivating factor;
- meet prerequisites for entry into future study or work;
- maintain and develop their special skills and talents.

Secondary Timetable

The timetable at Bayside Christian College is organised around six 50-minute periods per day in a 10-day cycle. The tables to the right indicate the period allocations for Years 9 and 10 students per subject per 10-day cycle.

For timetable organisation purposes, the compulsory Year 10 History and Year 9 and 10 Physical Education units are included in the Elective Blocks to give students the greatest amount of flexibility in subject selection.

9/10 ACADEMIC PATHWAYS

Acceleration

Acceleration is where a student chooses to undertake a subject within their desired VCE pathway that is either more advanced than their current year level (VCE) or an introduction to the pathway that will be completed from Year 11 (VCE VM).

Current Year 9 students may apply to accelerate in select VCE subjects as part of their Year 10 studies in place of one of the Year 10 Elective blocks. Refer to the VCE subject guide in this Course Guide for the complete list of acceleration subjects available.

> **Note:** VCE and VM acceleration students still participate in the Year 10 Elective program but will complete less subjects than non-accelerating students across the year.

Why should I accelerate and start my VCE pathway early?

The advantage of acceleration is to enable students to complete an extra VCE subject without creating an excessive workload in Year 12. Accelerating students complete six Unit 3 and 4 VCE subjects and hence gain an increase in their ATAR. This is an advantage for entrance into courses requiring a higher score. A student who is accepted into Bayside's Acceleration Program is still required to undertake five Unit 3 and 4 VCE subjects when in Year 12. We believe that VCE Acceleration is a challenge, so students need to possess academic strengths and a mature commitment to their studies at school and home.

> **Note:** The purpose of acceleration is NOT to reduce the student's workload in Year 12.

Is there a VCE acceleration selection criteria?

Students who wish to accelerate in the VCE pathway are expected to have been working **above** the expected level in all Year 9 core subjects to be considered eligible to accelerate. Students will be required to apply to accelerate and outline their reasons and desire to accelerate. This application will then be reviewed by a Senior Secondary panel. There are only a limited number of places available for VCE acceleration. Students are allocated based on their grade for that individual and/or related subject as well as their overall ranking in English, Mathematics, Science and Humanities.

> **Note:** the two questions and responses above do not apply to a student intending to accelerate in Year 10 VM.

For some students, completing a VET subject may be a better option. Bayside students have access to a large number of external VET courses offered by other providers or VET Cookery and VET Agriculture offered via our Trades Skills Centre.

Students who are considering to study a VET course should consult the Careers Coordinator in order to access the most current information regarding the availability and costs associated with the chosen VET course.

Year 9 Core Program

English, Mathematics, Science, Humanities, Bible Studies, and Physical Education (one semester) form the Year 9 Core program. Year 9 students will also be involved in Home Group, Assembly and Worship Service times as part of the Core program.

Year 10 Core Program

English, Mathematics, Science, Bible Studies, History (one semester), and Physical Education (one semester) form the Year 10 Core program. Year 10 students will also be involved in Home Group, Assembly and Worship Service times as part of the Core program.

Year 9 and 10 Elective Program

The choice-based Elective program aims to provide Years 9 and 10 students with a broad curriculum through a more personalised approach.

Elective choices enable students to explore their interests and possible future pathways more deeply. We encourage these students to consider life post Year 12 and put together a learning plan that will best suit their future needs.

Year 9 Structure

Subject	Qty
English	9
Mathematics	9
Science	9
Humanities	9
Bible Studies	4
Elective Block 1 *(Including one semester of Physical Education)*	9
Elective Block 2	9
Assembly and Worship Service	2
Total	**60**

Year 10 Structure

Subject	Qty
English	9
Mathematics	9
Science	9
Bible Studies	4
Elective Block 1 *(Including one semester in each of History* and Physical Education)*	9
Elective Block 2 or VCE or VM Acceleration Block	9
Elective Block 3	9
Assembly and Worship Service	2
Total	**60**

** Students completing Year 10 VM do not complete a semester of Year 10 History.*

VCE ACADEMIC PATHWAYS

The Victorian Certificate of Education (VCE) allows students taking different pathways to be recognised equally. The VCE is undertaken by most students in Victoria to demonstrate that they have completed secondary education.

Bayside currently offers three academic pathways for students in Years 11 and 12: Victorian Certificate of Education (VCE), VCE Vocational Major (VCE VM) and the Victorian Pathway Certificate (VPC).

VCE Program

VCE is predominantly for students working towards a university pathway that requires an ATAR or a career that requires VCE study, which includes any acceleration subject commenced at Year 10. Students at Year 11 undertake six VCE subjects (2 Units of each).

Year 12 VCE students must complete at least five consecutive Unit 3/4 subjects. It is important to note that Units 3/4 studies are designed as a sequence and students must complete both units.

VCE VM Program

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

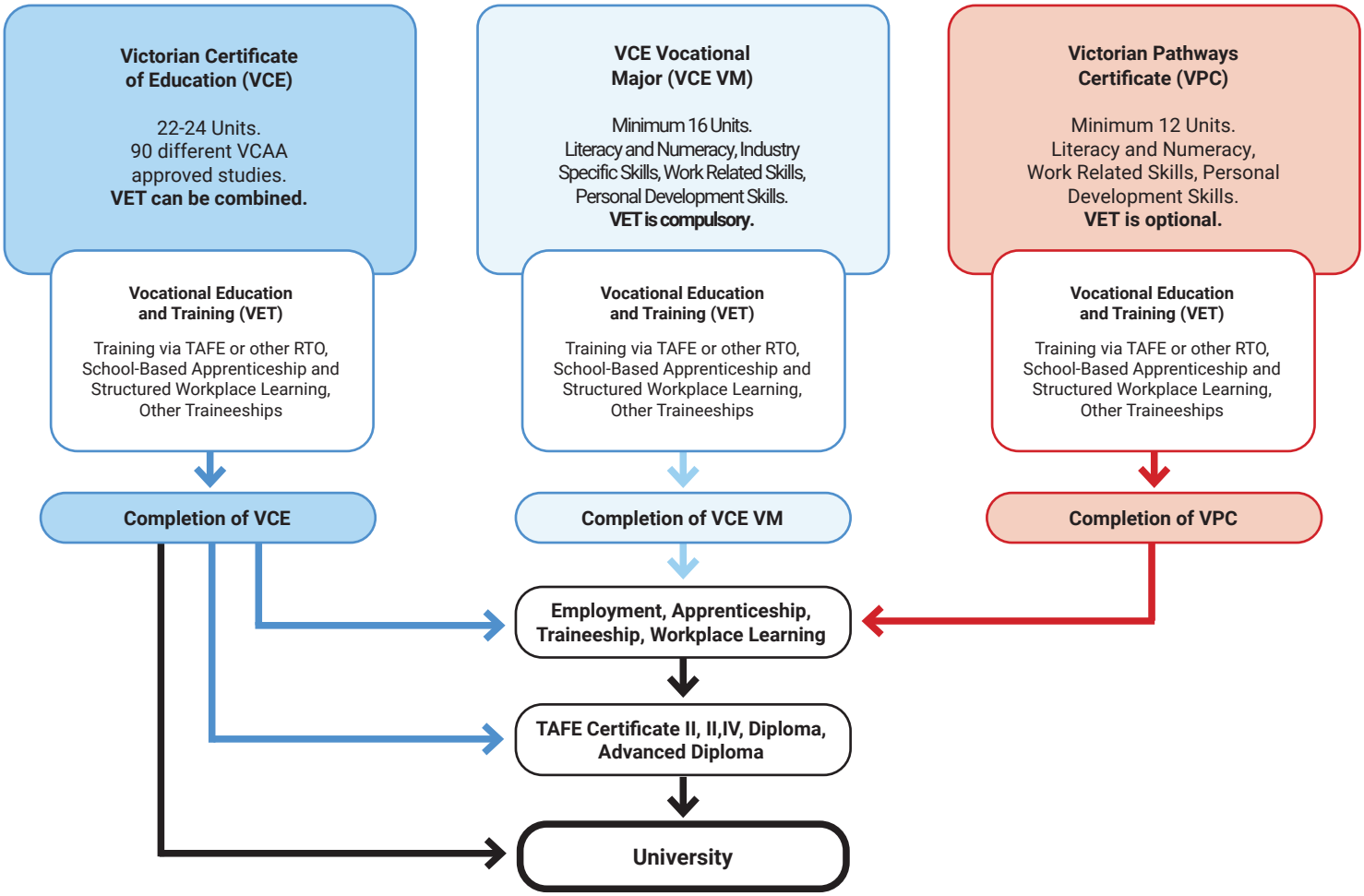
- on entering a trade, traineeship or apprenticeship,
- pursuing TAFE qualifications after Year 12 or
- pursuing a career path which does not require an ATAR

At VCE VM level, students will complete the four main areas of competency: Literacy, Numeracy, Work Related Skills and Personal Development Skills. This is alongside their VET program and work placement.

Year 11 VCE VM students also complete a Certificate II in Active Volunteering whilst Year 12 students complete additional Industry and Food for Life subjects.

VPC Program

The Victorian Pathway Certificate (VPC) is an inclusive, individualised option for students to complete their senior studies at a foundational level. It is taught within the VCE VM Program and provides additional support and flexibility for students who, for various reasons, are not able or ready to complete VCE VM. The undertaking of this pathway must meet the specific needs of the student and be decided in partnership with the student, parent and school.



The Bayside Difference

VCE, VCE VM and the VPC subjects taught at Bayside Christian College conform to the requirements of the Victorian Curriculum Assessment Authority (VCAA).

All subjects are taught from a biblical perspective, which helps students to discern, evaluate and confront issues within each study using God-given principles derived from scripture. We seek to engage students in varied and meaningful ways.

Academic ability and aptitude are not the sole keys to success in Secondary studies. Success will be gained through a commitment to complete all set outcomes aided by application to home study.

Students are encouraged to consider their extra-curricular activities during their senior years, such as work and sports, to ensure this is well balanced with study time. They are also encouraged to seek the advice of the Careers Coordinator and attend University Open Days.

Promotion to Year 11 / VCE Pathways

At Bayside, promotion to Year 11 and the ability for a student to commence either of the two VCE pathways offered at the College is not automatic. Guidelines are used to determine the eligibility of a student to be promoted beyond Year 10.

A pass grade of 50% is required in all of the Year 10 Core subjects: English, Mathematics, and Science. All Year 10 students will have their academic performance reviewed throughout the year. The College will contact and partner with parents/carers if there are any concerns that need to be raised.

Students who do not meet the minimum Year 10 pass requirement will undergo an academic review. This review may include the following:

- The grades scored in the subjects that the student wishes to pursue in Year 11;
- The student's future pathway in education and training post Secondary school;
- Any special or extenuating circumstances that relate to the student's academic performance;
- The concerns of the student's core subject teachers and their parents/carers.

At the conclusion of the academic review, the College will decide one of the following outcomes:

- The student is permitted to proceed to the next year level;
- The student is permitted to proceed to the next level on probation. Note: special requirements will be established, taking into account the conduct and performance of the student along with additional reviews conducted the following year;
- The student is not permitted to proceed to the next year level and may be offered the option of repeating.

As part of Bayside's partnership ethos, parents are encouraged to be proactive and contact their child's relevant subject teacher(s) should they have any concerns about academic performance.

Measures to assist the student to maintain an appropriate performance level throughout Year 10 will be discussed. Additional support for the student and family will be made available through the Careers Coordinator, 10-12 Coordinator, Student Well-Being Mentor, and Head of Secondary.



VCE ACADEMIC PATHWAYS

Choosing Your Learning Pathway

Bayside offers Senior School certificates that are regulated by the Victorian Curriculum and Assessment Authority (VCAA). These pathways are the Victorian Certificate of Education (VCE), the VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC).

> **Note:** Students can also undertake Vocational Education and Training (VET) as part of their personal VCE, VCE VM or VPC program. Refer to the table shown on Page 8.

It is important to understand the differences between the VCE, VCE VM and VPC learning pathways as they cater differently for each students' gifts and future aspirations post Secondary school. Students choose one pathway certificate to complete over a two year period (Year 11 and 12).

VCE Program Structure

Successful completion of the VCE is based on satisfactory completion of work requirements and outcomes. Students choose units from a list of studies (subject areas) which will enable them to complete the VCE according to the VCAA rules and to gain an ATAR to move into a tertiary institution for which they are aiming.

Units are semester-length subjects with Units 1 and 3 usually offered in the first semester, and Units 2 and 4 in the second semester.

Units 1&2 are usually completed in Year 11 whilst Units 3&4 are usually completed, as a sequence, in Year 12. Some students may elect to do one Unit 3&4 study in Year 11, subject to satisfying the prerequisites set by the school.

To graduate VCE, students must satisfactorily complete at least sixteen of the units which they have studied, including English or Literature. Up to eight units may be VCE VET Units obtained across a maximum of two VET programs.

Students are encouraged to think carefully about the subjects that they choose, and to discuss the matter thoroughly with the Careers Coordinator or the VCE Coordinator.

A typical program at Bayside Christian College looks like this:

- Year 11 – 12 units (6 studies/subjects)
- Year 12 – 10 units (5 studies/subjects)

Students at Year 10 also have the option to accelerate and commence one VCE subject (2 units) before Year 11. When choosing their accelerated VCE subject it is important to be clear about the reasons.

A typical program at Bayside Christian College with Year 10 acceleration looks like this:

- Year 10 – 2 units (1 study/subject)
- Year 11 – 12 units (6 studies/subjects)
- Year 12 – 10 units (5 studies/subjects

While efforts are made to ensure that there is continuity between units, it is not always possible to guarantee that the blocking arrangements will permit the same subject in consecutive years.

** The below sample timetable indicated a Year 10 student's VCE program featuring the optional acceleration subject.*

If I'm unsure, can I commence the VCE pathway in Year 11 and then change to the VCE VM pathway?

If a student decides to initially commence the VCE pathway in Year 11 with the view to possibly changing to the VCE VM program during the first semester, they will be required to select a VET course as part of their initial suite of six VCE subjects.

For example, five VCE subjects are selected plus a VET course as their sixth subject. If/when a pathway change is requested by the student and approved by the College, the VCE VM programs compulsory VET course requirement will be met, enabling the transition to occur.

Sample VCE Program (Accelerated)

Subject	Year 10	Year 11	Year 12
English or Literature (Compulsory)		Units 1&2	Units 3&4
Health and Human Development	Units 1&2 *	Units 3&4	
Biology		Units 1&2	Units 3&4
Mathematics General		Units 1&2	Units 3&4
Legal Studies		Units 1&2	Units 3&4
VCE VET Hospitality		Units 1&2	Units 3&4

Extension Studies / University Enhancement Program

High achieving students may be able to add to their VCE studies with a first year university subject through an extension studies program.

Extension studies that build on VCE studies to first year university level are available in a wide range of subjects. These subjects must be taken on top of a full VCE program and must receive the approval of the Principal under strict guidelines.

A key recommendation is that a study score of at least 40 in a 'preparatory study' of a Unit 3&4 sequence study has been achieved in Year 11.

VCE School Assessed Coursework and Tasks

There are two types of school assessment for VCE Units 1-4, School Assessed Coursework (SAC) and School Assessed Tasks (SAT).

SAC assesses the students performance on the assessment tasks as specified in the study design which are mainly undertaken in class time. After the completion of these tasks, teachers provide feedback to students and the score they have achieved. If students are absent for any reason, they will be required to reschedule the SAC task.

> **Note:** SAC scores may change due to Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority (VCAA).

SAT is a form of assessment that occurs in practical-type units. The criteria are the same for each school and the VCAA specifies how marks and grades are to be awarded.

Units 3 and 4 have external examinations that are set and marked by the VCAA. Most exams are held in November.

Australian Tertiary Admissions Rank

Entry to courses at the tertiary level is usually based on a number called the Australian Tertiary Admissions Rank commonly referred to as ATAR. The ATAR is not a score out of 100 - it is a ranking system and shows a student's achievement compared to other students.

VCE is appropriate for students interested in attending university straight away via an ATAR pathway. An ATAR is not calculated for students who do not satisfy the requirements of the VCE. In order to be eligible, students must have a Unit 3 and 4 sequence with a study score from the English group of subjects and at least three other Unit 3 and 4 sequences with study scores.

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC). This is based on the academic performance of students in SACs and the examination at the end of Unit 3 and 4 studies, and ranks each student in relation to every other student who completes their VCE in the same year.

VTAC uses VCE results issued by the VCAA to calculate the ATAR. The ATAR is developed from an aggregate produced by adding:

- VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
- The next best three VTAC scaled study scores permissible; and
- 10% of the fifth and sixth permissible scores that are available.

A scored VCE VET program contributes directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Students who complete any Vocational Education and Training (VET) qualifications that are not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE ATAR (10% of the average of the primary four scaled studies).

Study Score

A study score is awarded to each student for every Unit 3 and 4 subject completed. It is based on the results for School Assessed Coursework and external examinations.

Study scores are calculated from three different components: the students Unit 3 SACs, Unit 4 SACs and Final Written Exam at the end of Year 12. 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.

The conversion spreads out scores so that the top mark becomes 50 and the average mark (or mean) across the state is 30. Scores above 40 represent very high achievement by students in specific subjects or studies.

The table below indicates the percentage ranking of students at each of the study score levels:

Study Score	Percentage Ranking
25	Top 78%
30	Top 53%
35	Top 26%
40	Top 9%
45	Top 2%

VCE SUBJECT LIST

VCE Subjects

Bayside Christian College aims to provide a diverse range of VCE subject options that is agile enough to provide for most tertiary pathways and meets our students' current and future needs. Our desire is to offer a variety of subjects across a wide range of interests, with the College's capacity in mind.

The College's intention is to provide consistent and stable VCE subject offerings and provide assurance to students and parents/carers that our list at enrolment will still be available during the subject selection process.

> **Note:** In order to run as many of the subjects shown in the table that we offer as possible (right), the College may combine a Unit 1-4 class or support the student through Distance Education, with the cost covered by the College.

When determining the factors as to whether a VCE subject will run or not, the College considers the following operational criteria when finalising the list of VCE subjects offered yearly:

- student demand;
- if the subject is a tertiary prerequisite;
- teacher availability that is capable to deliver the course to College and VCAA standards;
- logistical and resourcing constraints of the College;
- professional discretion of leadership.

Distance Education

If there are insufficient numbers for a VCE subject to be taught at the College, or if there is a clash of subjects in the VCE blocks, it may be possible for students to undertake a subject through Distance Education, providing Education Department Regional Approval can be obtained.

Distance Education is offered by the Victorian School of Languages (VSL) and Virtual School Victoria (VSV). When undertaking a subject through Distance Education, a student is provided with their tuition and study resources by VSL or VSV.

> **Note:** selection of a subject by Distance Education incurs an additional cost.

Parents/carers are expected to cover the additional cost of the VSL/VSV subject except in the following circumstances:

- a clash of selected subjects has occurred as result of the College's timetable blocking for VCE courses.
- when a student nominates a VCE subject from the College's list offered and the numbers are insufficient for this subject to run onsite.

A student who wishes to undertake a Distance Education subject must first discuss the matter with the Careers and VCE Coordinators. It is important to note that not all students are suited to this type of learning environment.

Students who are self-disciplined, have organised study habits, proactively seek assistance when required, and a track record of being self-motivated are more likely to succeed in a Distance Education environment.

VCE Subjects
Agriculture (VET Certificate II)
Art Making and Exhibiting
Biology
Business Management
Chemistry
Cookery (VET Certificate II)
English *
General Mathematics
Health and Human Development
History
Legal Studies
Literature *
Mathematical Methods
Outdoor and Environmental Studies **
Product Design and Technologies
Physics
Physical Education
Psychology
Specialist Mathematics
Visual Communication Design

* *English or Literature is compulsory for all VCE students*

** *Commenced at Year 10 only as the course terminates at the end of Year 11*

VCE VM & VPC SUBJECT LIST

VCE VM and VPC Subjects
Literacy
Numeracy
Work Related Skills
Personal Development Skills
Industry and VPC Electives

VCE VM Additional Certificates
Certificate II in Active Volunteering
First Aid Certificate
Barista Course
Food Handling Certificate

VCE VM Program Structure

The VCE Vocational Major (VCE VM) is an option within the VCE. It is a two-year vocational and applied learning program providing a pathway for students interested in practical experience. This is an appropriate option for students interested in entering:

- Employment
- Apprenticeships
- Traineeships / Workplace Learning
- Further education and training through TAFE
- Once a TAFE course is completed - University (alternative entry pathways that don't require an ATAR).

Students will apply knowledge and skills in practical settings such as workplaces and engage in community based activities and projects that involve working in a team. Students can also receive additional credit for on-the-job learning.

This pathway does not provide students with a study score for the VCE Vocational Major subjects, which means these subjects won't count towards an ATAR. This is because there are no exams or other external assessments, apart from the General Achievement Test and some scored VCE VET programs.

Students who complete the VCE VM, will receive a Victorian Certificate of Education with the additional words "Vocational Major".

Course Structure

VCE VM consists of a minimum of sixteen units. In addition to Literacy and Numeracy units, students will need to complete:

- Two VCE VM Work Related Skills units;
- Two VCE VM Personal Development Skills units;
- Two VET credits at Certificate II or above; and
- Three other VCE studies or VET studies at a Year 12 level.

Sample Program

VCE VM is an applied learning approach to school and provides students with practical work-related experiences, as well as developing skills in literacy and numeracy.

VCE VM is offered at three levels:

- Year 10 – VCE VM Introduction
- Year 11 – Units 1 and 2 VCE VM
- Year 12 – Units 3 and 4 VCE VM

Students participate in five compulsory learning strands in Years 11 and 12:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Industry Electives (VET modules, Certificate II Active Volunteering)

Students also complete the following certificates or courses:

- Certificate II in Active Volunteering
- First Aid certificate
- Barista course
- Food Handler certificate

VPC Course Structure

The Victorian Pathways Certificate (VPC) consists of twelve units, completed over the course of two years. In addition to Literacy and Numeracy units, students will also complete VPC Work Related Skills units, Personal Development units and VPC electives.

Students will also have the option to participate in Industry Electives. This pathway is taught within the VCE VM Program and provides additional support and flexibility for students who, for various reasons, are not able or ready to complete VCE VM.

The undertaking of the VPC pathway must meet the specific needs of the student and be decided in partnership with the student, parent and school.

VCE VM & VPC PROGRAM

Weekly Structure

A typical week for VCE VM and VPC for Years 11&12 students consists of:

- Three days (Mondays, Tuesdays and Thursdays) spent at the College focusing on learning the five VCE VM Strands and completing the Certificate II in Active Volunteering.
- VCE VM: One day per week to undertake the students' chosen VET (Vocational Education and Training) course at a local TAFE or another Registered Trainer.
- VPC: One day per week to undertake school based volunteering or the student's chosen VET course.
- VCE VM: One day per week (either Wednesday or Friday) in a part-time apprenticeship or traineeship, part-time work, work placement or work experience.
- VPC: One day per week completing offsite part-time work, work placement or experience or volunteering.

It is the student's responsibility to find their work placement. VCE VM and VPC students attend Homegroup, Assemblies, Worship Services, and excursions as normal.

As VCE VM and VPC 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.

> **Note:** The sample timetable below is an indication of how times may be allocated for each unit. As all learning is integrated, actual times for units will vary week by week.

Assessment

VCE VM and VPC 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 and will participate in an assessment panel at the end of each semester.

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

- 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 VCE VM and VPC assessment. Learning outcomes are not limited to only one subject. For example, students will meet Industry Elective learning outcomes through a project in Personal Development (and vice versa), or even in an activity at work.

Students are given an 'S' (Satisfactory) or 'NYC' (Not Yet Competent) for a set of learning outcomes and will be given feedback by the teacher about what they have achieved and what they need to demonstrate.

Application Process

Students will be selected for VCE VM based on their ability to demonstrate clear career direction not requiring an ATAR and the maturity and ability to work in a team.

Students may be nominated by staff for consideration in the VCE VM or VPC streams, or may submit an expression of interest to the Careers Coordinator. An interview will be conducted with the student by the VCE VM Coordinator and Careers Coordinator to determine suitability for the VCE VM or VPC streams.

Sample Timetable

<table>
<tr><th>P</th><th>MON</th><th>TUE</th><th colspan="2">WED</th><th>THU</th><th colspan="2">FRI</th></tr>
<tr><th></th><th>VCE VM/VPC</th><th>VCE VM/VPC</th><th>VM</th><th>VPC</th><th>VCE VM/VPC</th><th>VM</th><th>VPC</th></tr>
<tr><td>1</td><td rowspan="2">Numeracy</td><td rowspan="2">WRS</td><td rowspan="6">VET</td><td rowspan="2">VPC Elective</td><td>WRS</td><td rowspan="6">Work</td><td rowspan="6">Off-Site Work or Volunteering</td></tr>
<tr><td>2</td><td>Literacy</td></tr>
<tr><td>3</td><td rowspan="2">PDS</td><td rowspan="2">Certificate II in Active Volunteering / VPC Support</td><td rowspan="4">VPC School-Based Volunteering</td><td>Numeracy</td></tr>
<tr><td>4</td><td>PDS</td></tr>
<tr><td>5</td><td rowspan="2">Literacy</td><td>PDS</td><td rowspan="2">Certificate II in Active Volunteering / VPC Support</td></tr>
<tr><td>6</td><td>Literacy</td></tr>
</table>

PDS - Personal Development Skills
WRS - Work Related Skills

Vocational Education and Training

Vocational Education and Training (VET) provides an opportunity for schools, training institutes and industry to work together. TAFE Colleges and accredited secondary schools offer courses that provide specific work-related training. The program equips students with practical skills and knowledge required for vocation.

VETDSS (VET Delivered to Secondary Students) is a Certificate II or III qualification students can undertake whilst completing their Senior School Certificate at Bayside. Students need to complete a minimum of 180 nominal hours to obtain the required credits toward their VCE or VCE VM Certificate.

Generally, VET courses are undertaken over a two-year period. However, there are some full day courses that work well with the VCE VM timetable that are completed in one year.

VET Courses are available in different industries; Agriculture/ Horticulture, Animal Care, Automotive, Building and Construction, Business, CISCO, Community Services, Creative and Digital Media, Dance, Electrical, Equine Studies, Fashion, Hair and Beauty, Health, Hospitality, ICT, Music, Plumbing, Sport and Recreation and Visual Art.

> **Note**: Apart from VET Certificate II in Agriculture or Cookery which can be completed via the College's Trade Skill Centre, all other VET courses take place off-site with students needing to make their own travel arrangements.

VET courses carry an additional fee outside the College fee structure. These costs vary depending on the course undertaken.

VET Subjects
VET Certificate II in Agriculture
VET Certificate II in Cookery

VET in VCE and VCE VM Pathways

VET is a required component of the VCE VM Pathway. All students enrolled in the VCE VM Certificate must be enrolled in an approved VET Program. The VET course is a qualification that will develop practical skills and knowledge for a student's chosen vocation.

VET is an optional component of the VCE Pathway. A VET course can be completed in place of one (1) VCE subject. The VET course must have a Unit 3 and 4 sequence for it to contribute to the VCE Certificate.

Some things to consider:

- Students may need to miss some of their VCE classes.
- Dedication and commitment is required to keep up to date in any missed VCE classes
- Some programs have classes outside of school hours - e.g. VETAMorphus and Equine Studies may be a better fit for the VCE Certificate.

Scored or Unscored

Scored VET programs can contribute directly as one of the main four VCE Subjects. Unscored VET programs can still contribute but only as a 5th or 6th subject as a percentage increment.



SUBJECT GUIDE

Year 9 Subjects

6 x Core Subjects + 2 x Elective Subjects per Semester
Bible Studies
English
Humanities
Mathematics
Physical Education *
Science
Agriculture
Art
Athletic Development
Design Technology
Digital Technology
Drama
Food Technology
Indonesian
Media
Music
Outdoor and Environmental Studies
Visual Communication Design

* *Compulsory Semester-based subject*

Year 10 Subjects

6 x Core Subjects + 2 x Elective Subjects per Semester OR 1 x Elective Subject + 1 x Accelerated Subject per Semester
Bible Studies
English
History *
Mathematics
Physical Education *
Science
Agriculture
Art
Athletic Development
Design Technology
Digital Technology
Drama
Food Technology
Indonesian
Media
Music
Outdoor and Environmental Studies
Visual Communication Design
Vocational Major (VM)

* *Compulsory Semester-based subject*

Victorian Certificate of Education

Year 11 – 6 x Subjects, Year 12 - 5 x Subjects OR with Year 10 Acceleration: Year 10 – 1 x Subject, Year 11 – 6 x Subjects Year 12 – 5 x Subjects
Agriculture (VET Certificate II)
Art Making and Exhibiting
Biology
Business Management
Chemistry
Cookery (VET Certificate II)
English *
General Mathematics
Health and Human Development
History
Legal Studies
Literature *
Mathematical Methods
Outdoor and Environmental Studies **
Product Design and Technologies
Physics
Physical Education
Psychology
Specialist Mathematics
Visual Communication Design

** English or Literature is compulsory for all VCE students*
*** Commenced at Year 10 only as the course terminates at the end of Year 11*

VCE VM and VPC Subjects
Literacy
Numeracy
Work Related Skills
Personal Development Skills
Industry and VPC Electives

VCE VM Additional Certificates
Certificate II in Active Volunteering
First Aid Certificate
Barista Course
Food Handling Certificate

Key

Core Subjects to be undertaken in Years 9 and 10

VCE Accelerated Subject Options are highlighted in the VCE Subject table

Subject Guide Symbols


Reading


Writing

Hands On


Technology


Numeracy


Folio Based


Acceleration Available


Pathway Available

Bible Studies

Overview

Year 9 Biblical Studies continues to nurture and prepare young people for a life of responsive discipleship in God's Kingdom. The course takes a story-formed approach to learning, recognising that biblical truth is best understood in the context of a dramatic narrative (God's Story) rather than a set of laws, instructions or proof-texts.

Students engage with the Bible through the story sequences of Birth, Battle and Build, a framework created by CEN. The final unit also offers an opportunity for students to consider their own discipleship journey as they participate in the Youth Alpha course.

Throughout the course students are also encouraged to develop in the general capabilities of the Australian Curriculum, specifically: Creative and Critical Thinking, Ethical Understanding, Intercultural Understanding, and Personal and Social Capability.

Outline

- Creation to Babel (Genesis).
- Kings - the Good, the Bad and the Ugly.
- Psalms - Songs of Suffering and Joy.
- Youth Alpha - Exploring the Personal Discipleship Journey.

Year 9 Bible Studies → Year 10 Bible Studies

English

Overview

The Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in English builds on the concepts, skills and processes developed in earlier years.Students engage with a variety of texts for enjoyment, and to discover more about God's world and humanity's place in His creation.

Members of the class will analyse, interpret, evaluate, discuss, create and perform a wide range of texts, including film, digital and online texts, novels, non-fiction, poetry and dramatic performances. Students begin to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Through the analysis and creation of texts students learn how to engage the imagination and develop creative thinking skills, which in turn build key life skills of self awareness, social awareness and empathy.

Outline

- Theme Study: Australian Values in Literature.
- Text Study: 'Don't Stop Thinking About Tomorrow' by Siobhan Curham.
- Text and Context Study: Shakespeare's 'Romeo and Juliet'.
- Literary Components: Symbols, Myths & Legends.
- Spelling & Vocabulary, Essay Planning and Writing, Language Analysis.

Year 9 English → Year 10 English

Humanities

Overview

Year 9 Humanities focuses on key developments from the 18th to early 20th centuries—industrialisation, colonisation, migration, and global interactions—that shaped modern Australia.

Integrating History, Geography, Economics and Civics and Citizenship, it fosters critical thinking and interdisciplinary skills through inquiries into continuity and change, cause and effect, perspectives, and significance, linking past events to contemporary issues and Australia's identity today.

Outline

- Making of a Modern World. In this unit, students focus on examining the time period prior to the 1900's. Specific areas of content include the industrial revolution, child labour, convicts, the gold rush and settlement.
- Sustainability. Students examined how our ever increasing need for materials has impacted on the world. Students look at key factors including population growth, ecological footprints, energy needs and the impact this has on developing nations.
- Justice. The theme of justice is examined by students through the Australian justice system and questioning whether justice has been served in regards to the First World War.
- Entrepreneurship. During the final unit of Humanities students look at the value of money and business. This is explored by students when they examine topics such as God and money, the cultural message of money and world trade.

Year 9 Humanities → Year 10 History

Mathematics

Overview

Year 9 Mathematics blends faith-based perspectives with the Australian Curriculum, highlighting the order and beauty of mathematics as part of God's creation.

Students deepen their understanding across Number & Algebra, Space & Measurement, and Statistics & Probability, while building key proficiencies in fluency, reasoning, and problem-solving.

Topics include linear and non-linear relationships, financial maths, geometry, trigonometry, data analysis, and probability. Assessment through tests, investigations and exams ensure well-rounded skill development in preparation for senior mathematics.

Outline

- Real Numbers
- Indices
- Algebra
- Linear Relationships
- Quadratics
- Finance
- Scale and Similarity
- Trigonometry
- Measurement
- Probability
- Statistics

Year 9 Maths → Year 10 Maths

Physical Education



Overview

This subject combines practical and theoretical learning to build foundational skills in sport, physical activity, and personal health. Students will participate in a variety of sports and explore health topics relevant to teenagers, such as first aid, safety, nutrition, and the effects of alcohol and drugs.

The course promotes confidence, responsibility, teamwork, decision-making, and self-awareness, while supporting both physical and mental wellbeing. It prepares students for further study in Health and PE through VCE or VCE VM pathways.

Students participate in a wide range of practical sports including: Volleyball, Cricket, Soccer, AFL, Basketball, Netball, Softball, Lacrosse, Table Tennis, Touch Football, Indoor Hockey. Activities focusing on skill development, tactical awareness, teamwork, and personal fitness.

Outline

- First Aid & Safety. DRSABCD and emergency response. Managing choking, asthma, shock, bleeding, and allergic reactions (anaphylaxis). Building a personal First Aid Pocket Booklet.
- Alcohol & Drugs.The impact of drugs, alcohol, vaping and smoking on the body. Performance-enhancing drugs in sport. Avoidance strategies and decision-making skills. Contemporary issues such as addiction and legal/ illegal substance use.
- Optional Extension – Food Beyond the Table. Basic nutrition. Food and its role in fuelling physical activity. Making informed choices around food for health and performance.

Year 9 Physical Education → Year 10 Physical Education

Science



Overview

Understanding that Science works only because of God's nature and laws, students carry out practical investigations, devise measurement procedures, develop scientific report writing skills, and draw conclusions from gathered data.

The course is delivered through a variety of teacher explanations, practical activities, interactives and readings. Science understanding and skills are assessed through practical reports, research activities, creation of posters and topic tests.

This course provides a foundation in each major branch of Science, which leads on to a similar approach In Year 10, so that every student is prepared for their chosen pathway.

Outline

- The Nervous and Endocrine System
- The Immune System and the three lines of Defence
- Atoms and Matter
- Chemical Reactions and Equations
- Acids and Bases
- Light and Sound
- Reproduction
- Heat and Energy
- Non-contact Forces and Electricity

Year 9 Science → Year 10 Science

Bible Studies

Overview

The Year 10 Bible curriculum invites students to explore foundational biblical texts and themes, fostering spiritual, ethical, and personal reflection. Through engaging with key narratives, theological concepts, and contemporary applications, students develop an understanding of the Bible's relevance to their lives and the world today. The course encourages critical thinking, empathy, and dialogue about faith, identity, and moral decision-making, while respecting diverse perspectives.

Outline

- Bible Overview: Students cover the big movements in scripture, key narratives and how to navigate the Bible. Creation, the fall, the flood, and the Tower of Babel, examining themes of purpose, sin, and God's covenant.
- Big Faith Questions: Investigates questions about life's purpose, suffering, and stewardship, connecting Genesis to personal and global issues.
- Romans: Paul's teachings on grace, salvation, and Christian living, emphasising faith's transformative power.
- The Chosen: Analyses the portrayal of Jesus' life and ministry, connecting biblical accounts to contemporary themes of compassion and discipleship.

Year 10 Bible Studies » Year 11 Veta Morphus (Certificate III in Christian Ministry and Theology)

English

Overview

The Year 10 English curriculum develops foundational skills used in all of the Year 11 & 12 pathways. These are covered through studying of a variety of text types, explored through a biblical worldview and centred around the theme of Justice. Students engage with text types including film, graphic novel, novella, short stories and the modern media.

In their film study, students watch Freedom Writers, and analyse the film techniques used to present issues of systemic disenfranchisement, poverty, inequality and how they might engage with a biblical call to 'act justly, love mercy and walk humbly with our God'.

In their study of Maus, students focus more intensively on what happens when injustice is left unchecked. Students discuss God's heart in these themes while learning to interpret the dynamic relationship between visual and text media present in the graphic novel format.

During Semester Two, Year 10 English moves into more familiar ground, reading the novella Animal Farm and doing a close analysis of passages from various short stories that look at the impact of injustice through leadership and the impact on the people being led. Students learn to interpret allegory, analyse different ways the same theme is presented and hone their receptive and expressive literacy skills.

Finally, students embark on a foundational course of Media and Language Analysis. Students are challenged to become critically independent readers, capable of discerning the subtle ways in which the media carries influence as well as comparing these to what the Bible offers as an alternative to modern culture. They become increasingly effective communicators who apply and present these alternatives through the use of metalanguage and other persuasive techniques through the medium of public speaking.

Outline

- -Film Study of 'Freedom Writers' culminating in a Scene Analysis
- Graphic Novel study of 'Maus' culminating in an Analytical Essay and Creative Writing Task
- Study of novella and short stories, culminating in an Analytical Essay, a Creative Response and Close Passage Analysis
- Language and Media Analysis, culminating in Language Analysis Essay and Public Speaking.

Year 10 English » VCE Units 1-4 English, VCE Units 1-4 Literature or VCE-VM Literacy

History

Overview

The Year 10 History curriculum explores Australia's history from 1918 to the present within a global context. It examines how political turmoil, global conflict, and international cooperation shaped Australia's social, cultural, economic, and political development and its role in the Asia-Pacific and the wider world.

Students develop historical understanding through key concepts such as evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability, applied within specific historical contexts to support inquiry and deepen understanding of the past.

Outline

- Between the Wars: The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.
- WWII: WWII and continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping.
- The Holocaust: the rise of antisemitism, Jewish life in Europe, the Holocaust 1939-45 and aftermath.
- Rights and Freedoms: The major movements for rights and freedom in the world.
- The Cold War: the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations.

Year 10 History → VCE Modern History (Units 1&2) → VCE History Revolutions (Units 3&4)

Mathematics

Overview

Year 10 Mathematics integrates faith-based perspectives with the Australian Curriculum, encouraging students to see the beauty of mathematical principles as part of God's creation. Building on prior knowledge, students deepen their understanding across three strands: Number & Algebra, Space & Measurement, and Statistics & Probability.

Students explore linear, quadratic, and exponential functions, solve complex equations, and apply financial maths, including compound interest. Geometry and trigonometry are applied to real-world measurement problems, while data analysis and probability are used to interpret real-life scenarios.

Outline

- Indices and Surds
- Algebra
- Linear Relationships
- Quadratics
- Exponentials
- Logarithms
- Intersections and simultaneous equations
- Trigonometry
- Measurement
- Probability
- Statistics
- Networks

Year 10 Maths → VCE Units 1-4 Mathematics (General, Methods, Specialist) or VCE-VM Numeracy



Physical Education

Overview

This subject combines theory and practical learning to engage students passionate about sport, physical activity, and athletic performance. It offers insight into related study and career pathways, helping students make informed decisions about their futures.

Students exploring the VCE pathway gain early exposure to VCE PE content and a solid foundation in key principles. Those on the VCE VM pathway build essential knowledge for careers in health and fitness.

Outline

- Core concepts related to human movement.
- Fitness testing as a way of measuring progress.
- Skills and tactical knowledge in a range of net/wall games.
- The application of training methods and principles in order to enhance performance.
- Energy systems and their application during activity.
- Developing a basic training program that has the elements of intensity, duration and time.

Year 10 Physical Education → VCE Units 1-4 Physical Education



Science

Overview

In Year 10 Science, students explore topics from Biology, Chemistry, Physics, Earth Science and Astronomy. Providing a foundation in each major branch of Science, this gives students the opportunity to prepare for VCE Biology, Chemistry or Physics.

Students will be encouraged to consider the wonder of God's Creation as they learn about different parts of the universe. Our deep hope is that students will develop a sense of wonder at the intricacy of the universe as designed by our Creator.

Throughout their studies, students will have the opportunity to develop their scientific knowledge, explore the history of important scientific developments and also consider emerging technologies.

Students will also further their Science enquiry skills through regular practical sessions where they will carry out experiments and complete practical reports.

Outline

- The Earth's Spheres
- Newton's Laws of Motion
- Kinematics
- Genetics
- The Periodic Table
- Chemical Reactions
- Creation and Evolution
- Astronomy

Year 10 Science → VCE Units 1-4 Chemistry, Physics, Biology or Psychology

Agriculture

Overview

In the unit 'Local Agriculture', students explore local agricultural enterprises on the Mornington Peninsula, focusing on organic plant and soil health through permaculture practices such as composting, mulching, and aquaponics. They also engage with on-site livestock including poultry, miniature goats, and alpacas. The subject includes extensive hands-on practical work.

In the study of 'Future Agriculture', students examine the risks of traditional farming, including biosecurity threats and exotic diseases, and their impact on the global food chain. They research innovative solutions and emerging species that address future agricultural challenges. Practical, hands-on learning is a key component.

Outline

- The developments of agricultural production over time.
- The importance of agriculture to Australia's national development and economy.
- The key principles of crop cultivation.
- The processes and skills required for successful animal husbandry for a range of stock species.
- The vulnerabilities of the current global agricultural system.
- The new research options for dealing with traditional farming limitations.
- Identifying the advantages and disadvantages of embracing new species for agricultural purposes.

Years 9/10 Agriculture → Certificate II in Agriculture

Art

Overview

Art introduces students to a range of art mediums, to enable students to refine their skills and better understand their strengths as an artist. In addition to developing technical skills in artmaking, students develop their understanding of how to create a folio that documents their creative ideas. Students have the opportunity to create projects of personal interest, and discover their own unique style as an artist.

Students will complete three folio tasks. The first unit is a drawing folio, specifically focusing on the technical aspects of drawing, such as proportions, perspective, tone and shading.

The second unit is a painting folio, where students explore painting techniques in watercolour, gouache and acrylic paint. Students trial a range of different techniques, and develop a concept for a personal painting completed on a canvas.

The third unit explores ceramics, and students are able to create and glaze their own unique ceramic box.

Outline

- Drawing folio - Exploring fundamentals of shading, proportions and perspective
- Painting folio - Exploring watercolour, gouache and acrylic
- Ceramics folio - Exploring slab, coil and pinch pot techniques

Years 9/10 Art → VCE Units 1-4 Art Making and Exhibiting



Athletic Development

Overview

Unit 1: Fundamentals of Sports Coaching" focuses on equipping students with the understanding and skills to be an effective coach within a sporting context. Incorporated throughout the unit, students consider how to display characteristics such as integrity and discipline to reflect a Christian witness. Concepts such as gameplay strategies and tactics, basic training techniques and some sports psychology are all core aspects of the unit.

Unit 2: "Biomechanics 101 - Improving Performance in Sport" focuses on helping improve performance for a variety of different sporting contexts. Students are introduced to basic biomechanical principles and use them to refine sporting movements. Part of this process includes using ICT devices to analyse different sporting movements. This is linked to how these underlying principles point to the intentional design of humans by a creator.

Outline

- Invasion game concepts and movement strategies
- Strategy application in striking and fielding games
- Musculoskeletal and cardiorespiratory system functions
- Training methods implementation
- Ethics in performance enhancement
- Qualities of an effective coach
- Elite athlete mindset
- Strategy development and training session basics
- Basic musculoskeletal anatomy and physiology
- Biomechanics principles and sports applications

Note: Athletic Development units operate once a year for a semester. A student can complete all units. Check with the teacher to confirm the subject rotation.

Years 9/10 Athletic Development → VCE Units 1-4 Physical Education



Design and Technology

Overview

Design and Technology focuses on skills development in combining Computer Aided Design (CAD) and more traditional hand-making processes.

Each student will complete a project which involves the gathering and preparation of recycled materials, the design of a product with reference to the needs of an end user, and the safe operation of tools and equipment in order to realise the design and a final evaluation of the design.

Projects will be made using recycled timber, plant based plastics via 3D Printing, prototyping using 3D printing and laser cutting. Students may combine making techniques such as lamination, CNC machining, use of hand tools and use of power tools.

Outline

- Investigate, research and design.
- Safely construct using a range of techniques and technologies.
- Use and evaluate a completed product.

Years 9/10 Design Technology → VCE Units 1-4 Product Design and Technologies

Digital Technology

Overview

Physical Computing - Bringing Ideas to Life.
Students dive into the exciting world of Physical Computing using Raspberry Pi to solve real-world problems. They learn to build and program interactive devices, connect sensors and electronics, and create smart solutions for communities in need. Projects may include tools that support humanitarian efforts, assist in mission work, or advance charitable causes; developing practical engineering and programming skills while exploring how technology can serve others.

Game Authoring and Design - Create Your Own Worlds.
Students step into the role of game developers, using industry-standard tools to design and build engaging digital games that address real-world issues. They explore storytelling, game mechanics, and user experience while coding in languages such as Python. This unit encourages creativity and problem-solving as students create games that can raise awareness and promote positive social change.

Data Driven Applications - Turning Information into Insight.
Students learn how to collect, analyse, and visualise data to build powerful applications that drive meaningful impact. They work with databases and interactive dashboards to tackle real-world challenges, particularly those supporting Christian mission and charitable organisations. This foundation in data literacy equips students to use technology for informed decision-making that serves communities and advances kingdom work.

Outline

Develop and modify innovative digital solutions to real-world problems by designing and programming interactive physical computing systems with Raspberry Pi, creating engaging digital games, and building data-driven applications that support communities and charitable causes.

Acquire, interpret, model and visualise complex data using databases and digital tools to create meaningful insights and interactive applications that inform decision-making for mission and service-oriented projects.

Design, implement and evaluate algorithms and user-centred digital solutions, including object-oriented programming, while critically assessing their effectiveness, security, and social impact in addressing authentic needs.

Years 9/10 Digital Technology » VCE Units 1-4 Algorithmics or Applied Computing (Distance Education)

Drama

Overview

There are three essential areas studied in this elective: Musical Theatre, Melodramas and Characterisation. Students who take this elective participate in activities and information aimed at developing detailed practices to enable them to progress in various theatre or media productions and to create artistic interpretations from their own imaginations.

Self-confidence and teamwork are intrinsically developed through simple improvisations, group brainstorming, extending stereotypes and borrowing or reinterpreting establish works.

No previous experience is needed but an adventurous spirit enables or enhances the joy of achievement. Assessment involves some quizzes but is largely the submission of planning documents and images or video of tasks along with self and peer-group judgments for improvement.

Outline

- Musical theatre has an historical context that leads to understandings of how the events of an era can influence the creative and artistic endeavours of that and future eras. Students analyse and emulate aspects of popular musicals.
- Melodrama also looks at the history and development of this form of entertainment. Students focus on stereo-typical characters and plots which combine dialogue and aspects of slap-stick performances to create this generic type of drama. The distortions of a Biblical worldview and the challenge to reveal God's kingdom are a focus of this module.
- Characterisation is an extension of both prior modules. Here students venture into developing details of characters such as back-stories, physical variations including appearance and vocalisation.

Years 9/10 Drama » VCE Units 1-4 Drama (Distance Education)



Food Technology

Overview

Food Technology focuses on skills development in cooking techniques as well as creating designed solutions to an array of needs and opportunities. Through a combination of theory and practical lessons students learn to think critically about their local, regional and global community.

In Food Technology there is an emphasis on being able to work collaboratively with peers whilst engaging in time constrained tasks.

Students need to read and follow recipes as well as research, design and produce a solution to a specific problem. Students produce a project plan involving costs and marketing advice. Students utilise multiple methods of cooking and learn to use an array of kitchen tools.

Outline

- Investigate, research and design to develop food knowledge and create food solutions.
- Safely manage projects using a range of techniques and tools.
- Produce planning and provide feedback for specific tasks.

Years 9/10 Food Technology → Certificate II in Cookery or VCE VM Food for Life



Indonesian

Overview

Learning Indonesian gives secondary students valuable linguistic, cultural, and professional skills relevant to Australia's region. As a close neighbour and major trading partner, Indonesia makes language proficiency a strategic asset, opening careers in international business, trade, tourism, diplomacy, education, journalism, development, and government agencies like DFAT and Defence.

Academically, studying Indonesian boosts critical thinking, problem-solving, memory, and English literacy. Personally, it builds confidence, resilience, and global awareness. From Year 9, students can visit Indonesia to deepen language skills and cultural understanding.

Students deepen their understanding of God's world by studying Indonesian language and culture. The program fosters appreciation of cultural diversity as a reflection of God's creativity and encourages respectful interaction.

Outline

- Students translate and create bilingual texts, apply grammar, and develop skills in researching and evaluating information. They compare Indonesian culture with their own and engage in real-world experiences, including possible study tours to Indonesia.
- Year 9 Program: Family relationships, possessive structures, Bali's geography and tourism, key travel vocabulary, shopping and bargaining, traditional ceremonies, and cultural values.
- Year 10 Program: Animals, environments, and conservation. Holidays, student exchanges, and village versus city life.

Years 9/10 Indonesian → VCE Units 1-4 Indonesian Second Language (Distance Education)

Media

Overview

Through the study of Media, students are introduced to the production process and its application in various media related roles. Students are given the opportunity to explore and respond to the creative process in connection to God's creation.

Students use technical equipment and software, whilst being introduced to theoretical concepts of shot types and camera angles. This includes using these techniques to engage an audience. Media allows each student to challenge their perception of the world individually. This is achieved by looking at the history of media in society and then in applying this to the world we live in today.

Outline

- Study of Camera Angles and Shot Types
- Camera Movement and Composition
- Sound, Music and Foley (sound effects post-production)
- Ethical Issues e.g. the use of AI, copyright and consent when filming
- History of Media
- Storyboarding
- Planning and Filming
- Recording and Microphones
- Script Writing
- Possibilities to assist with school production filming

Years 9/10 Media → VCE Units 1-4 Media (Distance Education)

Music

Overview

Music is a prominent vehicle for worship, encompassing passion, reason and artistic expression towards the focus of our hearts. God desires this of us: His supreme creation. In this study students upskill their ability to serve God in this way.

Through regular instrument practice and extension, students can achieve a sense of devotion and reward for persevering on stringed, percussive or wind instruments. Students grow empathy from exposure to cultural differences and genres of music broaden their own understanding and appreciation of styles.

Outline

- The themes of study presented for this semester will be Blues and Electronic Music.
- Students will be involved in discussions, undertake projects of research, auditory testing (identification of elements that constitute styles) as well as practising skills and techniques that will ultimately enable performances to peers and others.
- Students have a choice to learn instruments that currently create popular music: drums, guitar, bass, keyboard and ukulele.

Years 9/10 Music → VCE Units 1-4 Music (Distance Education)



Outdoor and Environmental Studies

Overview

Outdoor and Environmental Studies (OES) develops students' knowledge, skills, and character through engaging outdoor activities like white water rafting, hiking, caving, bouldering, and surfing. It fosters environmental awareness and a sense of stewardship for God's creation.

OES builds community by encouraging active participation in class and group activities, challenging students to overcome setbacks and discover their gifts while reflecting on nature. It calls students to care for the Earth as part of their spiritual responsibility.

If you love the outdoors and want to deepen your connection to God's creation, OES is for you. It offers hands-on learning and supports careers such as archaeologist, environmental scientist, park ranger, diver, forester, educator, and more.

Outline

- Early Australia and Indigenous cultures
- Water safety
- Caving and white-water rafting safety
- How relationships with the outdoors effects the environment
- Characteristics of healthy environments
- Climate change
- Dangers in the outdoors
- Technology use in the outdoors
- Commercialisation of the environment

Note: This elective incurs an additional subject levy to cover the practical excursions.

Years 9/10 Outdoor and Environmental Studies → VCE Units 1-4 Outdoor and Education Studies



Visual Communication Design

Overview

In this elective of Visual Communication Design (VCD), students will be encouraged to explore the depth of their creativity. Visual Communication and Design mimics a range of design decisions and expectations which a person may find in a Design Studio.

This unit gives the students the opportunity to create with freedom and grow in their digital design skills while also practising their technical drawing skills. This Unit looks at the importance of colour, scale and hierarchy among other design elements and principles of design.

Just as God created the world with a few simple words, Visual Communication and Design follows through from a single creative thought to the end result of presenting the finished design. From the sketching of the design, creating mock-ups and recording all the information in a folio, to photography, printing and modelling.

Outline

- The Design Process: Research - Idea Generation - Refining - Presentation
- Folio based subjects require all information to be recorded and annotated
- Perspective Drawing: One and Two Point perspective
- Exploration and Theory of Design including the Design Elements and Principles

Years 9/10 Visual Communication Design → VCE Units 1-4 Visual Communication Design

Vocational Major (VM)

Overview

The Year 10 Vocational Major (VM) elective subject can only be selected by Year 10 students, after consultation with the Careers Coordinator, who wish to complete the VCE VM Pathway in Years 11 and 12.

Students examine the responsibilities that come with being a citizen and a member of a community. Students brainstorm various challenges within their own and wider communities and develop Christian responses by running programs for other Bayside students.

This necessitates a great deal of teamwork and leadership in order to achieve the goals of their chosen community projects.

Outline

- How to understand other people in order to work effectively in a team.
- How to effectively plan for activities within a workplace.
- OH&S guidelines that exist within the workplace.
- How to set goals and reach them.
- How to research and develop key knowledge relevant to the workplace.
- How to measure the success of an activity and plan for improvement.

Year 10 VM » Year 11 VCE VM » Year 12 VCE VM


Bayside
Christian
College

Art Making and Exhibiting

Overview

VCE Art (Art Making and Exhibiting), enables students to explore and develop their skills as an artist in a wide range of different art mediums. Units 1&2 are designed to enable students to explore a variety of art techniques, with the aim to enable students to discover their strengths and interests. Students are then able to develop a folio in Units 3&4 that are entirely geared around an area of personal interest and they will develop artworks in a medium of their choice. Students will also explore how exhibitions are curated and designed, and how artworks are conserved and prepared for presentation.

Many tertiary institutions in creative fields accept students into their courses based on folio entry. They will often require students to present a folio of work to demonstrate their creativity. If you complete a folio subject, you will receive a study score and have the opportunity to compile a folio that can also be used to support your tertiary application for a range of creative-based courses. If this is a potential career path, you may consider completing multiple folio based subjects to enable you to develop a more comprehensive folio.

Student Skillset

- Creativity and attention to detail in art making
- Able to be self-directed in generating creative ideas
- Organisational skills
- Analytical and critical thinkingv

Student Feedback

"Art is fun as we have the freedom to explore creative ideas that are of interest to us, and have the time to refine our artworks to a much higher standard."

"Art is a great, fabulous and a fun subject. I like how your folio can be tailored around your own personal interests, and I have the freedom to develop my skills in areas I find interesting. Just remember to use your class time well."

Complementary Subjects

- Literature
- Visual Communication Design

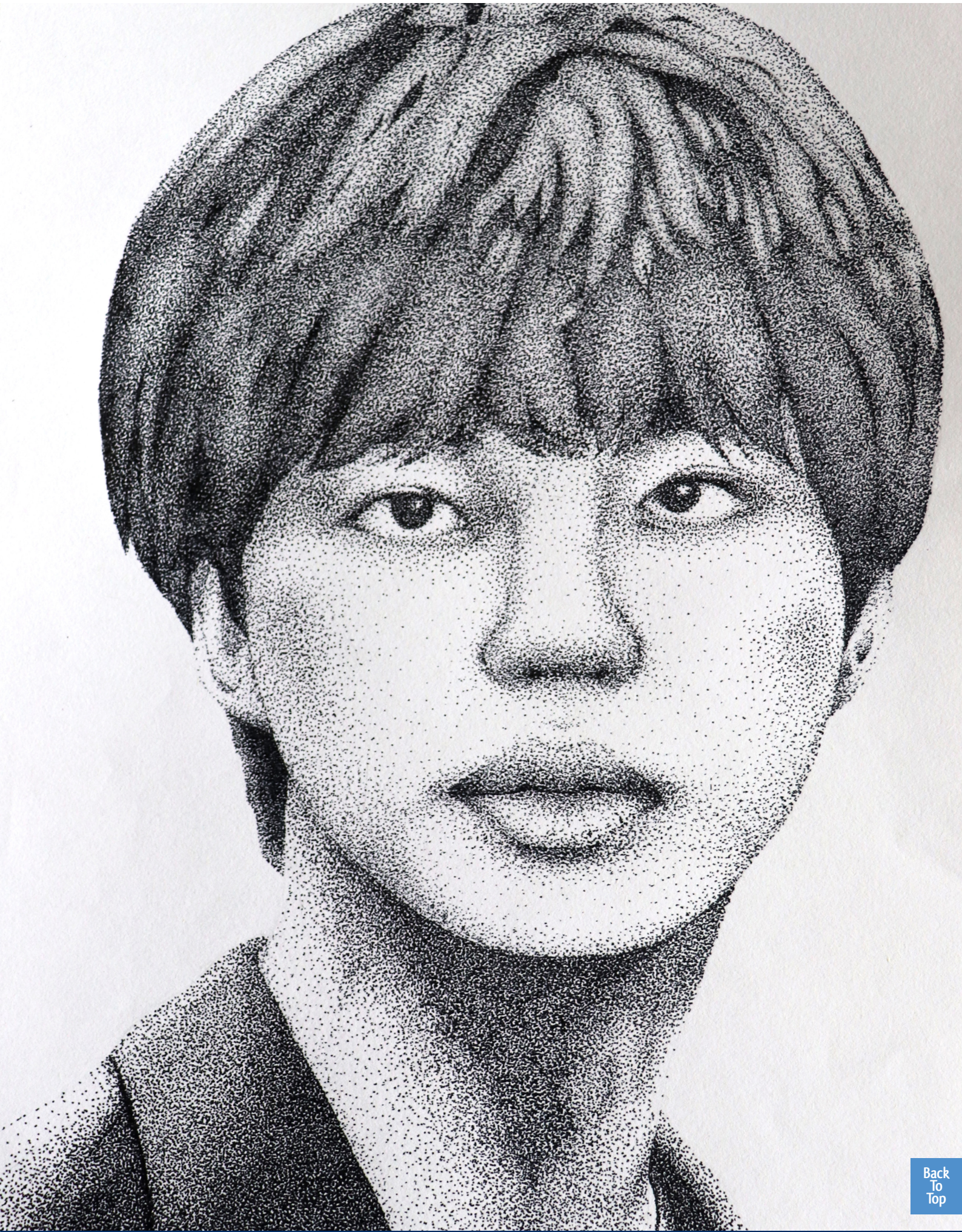
Career Pathways

Fine Arts, Illustration, Graphic Design, Fashion, Architecture and Design, Photography, Animation, Art Teacher, Art Therapy, Art Curator, Exhibition Design, Art Conservator, Art Historian.

"Yet you, Lord, are our Father. We are the clay, you are the potter; we are all the work of your hand." Here again, we see humanity framed as a work of art, created by and reliant upon the Potter, and intended to glorify Him. - Isaiah 64:8

Year 11		Year 12	
Unit 1 Explore, expand and investigate	**Unit 2** Understand, develop and resolve	**Unit 3** Collect, extend and connect	**Unit 4** Consolidate, present and conserve
Unit 1 • Printmaking folio • Resin Pouring folio • Creation of exhibition postcards **Unit 2** • Portraiture folio • Oil painting folio • Design of an exhibition thematic		**Unit 3** • Creation of a folio around a theme of choice • Development of two artworks • Creation of an exhibition proposal **Unit 4** • Refinement of one artworks in a medium of choice • Presentation of an artwork for display • Exploration of the conservation and curation of artworks	

Years 9/10 Art » VCE Units 1-4 Art Making and Exhibiting



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Product Design and Technologies

Overview

Product Design and Technologies is a great subject that is simultaneously rigorous, yet enjoyable. Having the time in your day to be able to be creative, working with your hands more often than not and completing a product that is truly your own. You can use a range of hand tools and/or high end technology to build your product. You will document your work through a folio and communicate your design with simple English combined with lots of imagery.

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions.

Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Student Skillset

- A willingness to learn, experiment and try new things
- The ability to research ideas and incorporate them into your thinking

Career Pathways

Carpenter, Builder, Cabinet Maker, Industrial designer, Advertising art director, Furniture conservator/restorer, Production designer in theatre/television/film.

Complementary Subjects

- Visual Communication Design
- Art

"He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers—all of them skilled workers and designers." - Genesis 35:35

Year 11		Year 12	
Unit 1 Design practices	**Unit 2** Positive impacts for end users	**Unit 3** Ethical product design and development	**Unit 4** Ethical production and evaluation
Unit 1 • Project: Display Cabinet **Unit 2** • Project: Outdoor Furnishing		**Unit 3** • Project: Design your own product **Unit 4** • Project: Produce your own product	

Years 9/10 Design Technology → VCE Units 1-4 Product Design and Technologies



Visual Communication Design

Overview

Visual Communication Design (VCD) is a subject that allows students to tailor their folio around their own interests and passions, and there are many opportunities to be creative and self directed in each folio task completed. Students have the opportunity to develop skills in technical 2D/3D drawing, rendering and model making. They will learn computer-aided design programs such as Adobe Photoshop and Illustrator.

Many tertiary institutions in creative fields accept students into their courses based on folio entry. They will often require students to present a folio of work to demonstrate their creativity. If you complete a folio subject, you will receive a study score and have the opportunity to compile a folio that can also be used to support your tertiary application for a range of creative based courses. If this is a potential career path, consider completing multiple folio based subjects to enable you to develop a more comprehensive folio.

Students explore how both aesthetics and functionality play a role in creating a successful design. Units 1&2 look at a range of skills that will assist students as future designers. They will learn skills in technical drawing, perspective and rendering and how to use software to present ideas that are in response to Communication Design Briefs. Students will complete projects exploring a range of design fields, such as graphic design, industrial design, architectural and environmental design, as well as UX design.

In Units 3&4, students are able to select an area of focus for their design folio. They create their own design brief, outlining two distinct design needs. They will then develop, refine and present two design concepts that respond to their brief, in a folio that showcases their skills in drawing, rendering, computer aided design, and technical drawing conventions.

Student Skillset

- Can think both logically and creatively to solve problems
- Strong drawing skills and attention to detail
- Able to be self- directed in generating creative ideas
- Enjoys learning new technology
- Skills in analytical and critical thinking

Career Pathways

Graphic Design, Marketing, Web Design, Architecture, Landscape, Fashion, Interior Design, Product Design, Industrial Design and Transport Design.

Complementary Subjects

- Art
- Product Design and Technology

Student Feedback

"VCD is my favourite subject. Not only is it the only subject that you can actually draw in your exams, there is so much scope to explore areas of design that actually interest me. I also like that half of my marks come from my folio, as this means there are less SACs throughout the year. I learn a lot better working on creative practical folio tasks, and it is more hands-on than other VCE subjects."

"So God created man in his own image, in the image of God he created them. From this passage we know that we are designed in God's image, and out of that design comes the desire to express creativity." - Genesis 1:27

Year 11		Year 12	
Unit 1 Finding, reframing and resolving design problems	**Unit 2** Design contexts and connections	**Unit 3** Visual communication in design practice	**Unit 4** Delivering design solutions
Unit 1 • Human centered design research / Writing a design brief • Graphic Design / Adobe Illustrator • Object Design / Technical Drawing Conventions **Unit 2** • Architectural Design / Technical Drawing Conventions • Graphic Design / Cultural Ownership of Design • Ux Design / Interactive Experiences		**Unit 3** • Research into professional design practice • Analysis of design • Design Research, writing a design brief, and developing design concepts **Unit 4** • Refining and resolving design concepts • Presenting design solutions	

Years 9/10 Visual Communication Design » VCE Units 1-4 Visual Communication Design

Student ID: 211 780 48 E
Presentation 2: Honey Packaging

Packaing is to be made using recycled paper and plastic



SHELF DISPLAY



NET

gratitude.



English

Overview

VCE English allows students to engage with the world beyond school with creativity, insight and critical thought. This subject allows students to further develop their perspectives and points of view, and to articulate these effectively through their writing and speech.

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to accurately reflect the purpose, audience and context of their responses.

Student Feedback

"English is a creative class where we learn content, techniques and writing styles to suit purposes, and how we can weave these into writing pieces. You can also dive deep into topics of your own choice and strength."

"English prepares you for everyday life in the workforce, whether writing emails, speaking in work presentations, or even talking to customers and colleagues. English takes the broad ideas that we've learnt, and builds on these to help maximise our abilities leading up to Year 12."

Career Pathways

Writing, Teaching, Politics, Journalism, Health Sciences, Dramatic Arts, Law.

Student Skillset

- Listening and speaking
- Clear expression
- Critical thinking
- Creative thinking
- Appreciate different perspectives
- Analytical and detail-oriented skills

Complementary Subjects

- History
- Literature
- Business Management
- Psychology

"Then we will no longer be immature like children. We won't be tossed and blown about by every wind of new teaching. We will not be influenced when people try to trick us with lies so clever they sound like the truth. Instead,we will speak the truth in love, growing in every way more and more like Christ, who is the head of his body, the church." - Ephesians 4:14-15

Year 11		Year 12	
Unit 1 Language and communication	**Unit 2** Language change	**Unit 3** Language variation and purpose	**Unit 4** Language variation and identity
Unit 1 • Reading and Exploring Texts • Crafting Texts **Unit 2** • Reading and Exploring Texts • Exploring Argument		**Unit 3** • Reading and Responding to Texts • Creating Texts **Unit 4** • Reading and Responding to Texts • Analysing Argument	

Years 9/10 English → VCE Units 1-4 English

Literature

Overview

If you love to read, to write, to hear stories, to tell stories, to be swept away by words or to brandish them yourself, this subject is for you. Literature is where language thickens: and, therefore, so too does the plot. Literature invites us to pursue truth through fiction, poetry, drama and nonfiction — to engage our imaginations in this pursuit, and, to in turn offer the best of our imaginings to others.

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Career Pathways

Writer, Journalist, Screenwriter, Librarian, Actor, Publisher, Editor, Academic, Teacher, Translator, Cultural Worker, Artist

Student Feedback

"Literature is a great class where we can dive deep into understanding poems and other expressions of writing. We learn how they conveyed their desired messages and emotions, and then practice doing the same on our own. This practice also greatly benefits students in English classes; however, you won't receive delicious tea in English."

Student Skillset

- Read written texts closely and in depth
- Listen to, consider and question other points of view
- Explore ideas
- Express yourself clearly, fluently, precisely and maturely
- Critically analyse written texts
- Creative thinking and ability to respond creatively to texts
- Understand texts within an historical, social or literary context
- Use expressive language

Complementary Subjects

- English
- History
- Psychology
- Biblical Studies

"Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written."
- John 21:25

Year 11		Year 12	
Unit 1 Text Selection	**Unit 2** Text Selection	**Unit 3** Text Selection	**Unit 4** Text Selection
Unit 1 • Reading Practices • Exploration of Literary Movements and Genre **Unit 2** • Reading and Exploring Texts • The Text in Context		**Unit 3** • Adaptations • Developing Interpretations **Unit 4** • Creative Response to Texts • Close Analysis of Texts	

General Mathematics

Overview

If you need a Maths subject, this is the one for you. It is practical by giving you an understanding of relevant mathematical ideas that you will use in your life outside of the maths classroom, including statistics and finance.

General Mathematics Units 1&2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3&4 level and contain assumed knowledge and skills for these units. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations, graphs, with and without technology.

Students should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Student Skillset

- Able to communicate working out and processes clearly
- Interpreting data and assessing its limitations
- Able to apply concepts to new situations
- Communicate
- Problem-solving skills

Student Feedback

"General Math is an opportunity to learn much more than just equations. It teaches aspects of life that are helpful to know, such as interest and financial concepts that go a long way when getting to learn it now rather than later on in life. The helpful thing about the 4 units is that they overlap and come back to topics that were learnt in the first unit, meaning that going into a new lesson, you will likely always already have some understanding prior."

Career Pathways

Retail, Clerk, Secretary, Gaming, Cashier, Pilot, Surveyor, Laboratory worker, Aircraft maintenance engineer, Builder, Electrician, Insurance, Real Estate, Financial Planner,

Complementary Subjects

- Chemistry
- Physics
- Biology
- Business Management
- Physical Education
- Health and Human Development

"For in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him." - Colossians 1:16 ESV

Year 11		Year 12	
Unit 1 General Mathematics	**Unit 2** General Mathematics	**Unit 3** General Mathematics	**Unit 4** General Mathematics

Unit 1

- Investigating and comparing data distributions
- Arithmetic and geometric sequences, first-order linear recurrence relations and financial mathematics
- Linear functions, graphs, equations, and models
- Matrices

Unit 2

- Investigating relationships between two numerical variables
- Graphs and networks
- Variation
- Space and measurement

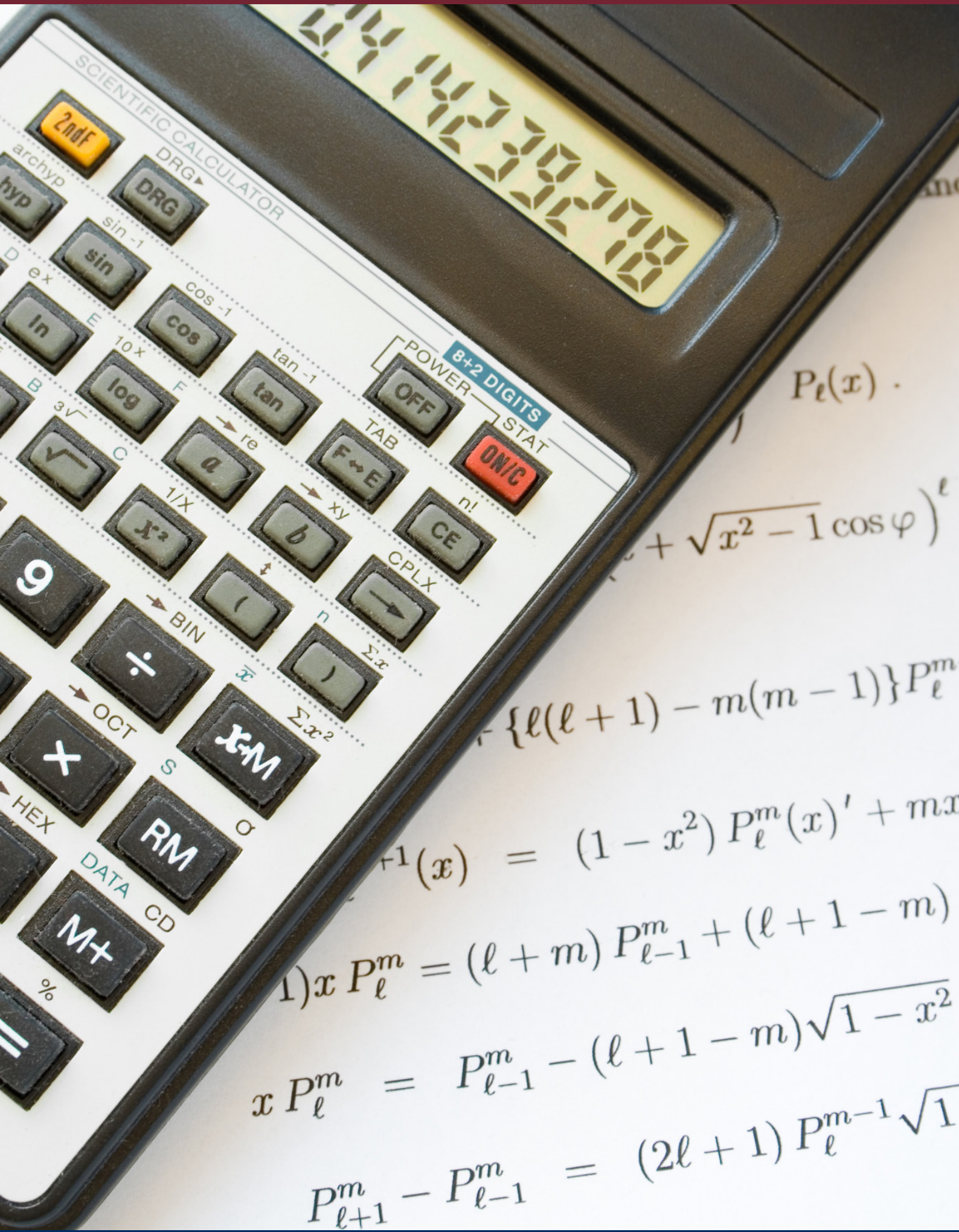
Units 3

- Statistical Data Analysis
- Financial Mathematics

Units 4

- Matrices
- Networks

Years 9/10 Maths » VCE Units 1-4 General Mathematics


SCIENTIFIC CALCULATOR
2ndF
DRG
sin
cos
tan
ln
log
OFF
ON/C
8+2 DIGITS
POWER
STAT
TAB
CE
CPLX
BIN
OCT
HEX
RM
M+
DATA
CD
$P_\ell(x)$
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$\{\ell(\ell+1)-m(m-1)\}P_\ell^m$
$(1-x^2)\,P_\ell^m(x)'$
$(\ell+m)\,P_{\ell-1}^m$
$P_{\ell-1}^m-(\ell+1-m)\sqrt{1-x^2}$
$(2\ell+1)\,P_\ell^{m-1}$
$P_{\ell+1}^m-P_{\ell-1}^m$

Mathematical Methods

Overview

This is a subject for people who are good at and enjoy mathematics. It will lead to courses at University that involve a more rigorous use of mathematics like engineering and medicine.

Mathematical Methods Units 1&2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3&4 and contain assumed knowledge and skills for these units.

God is not silent in Mathematics. He is clearly seen in design in Nature and in our ability to think logically. Mathematics would not be possible in a world of randomness, but only through the God of the Bible who is logical, eternal and all-knowing.

Student Skillset

- Solid background in algebraic skills such as solving linear equations, factorisation and simplifying algebraic terms including fractions
- Ability to problem solve
- Logical and analytical thinking
- Critical thinking
- Following processes and procedures

Student Feedback

"Maths Methods is a wonderful subject that is useful for getting into a variety of different courses which require the use of more rigorous maths. It does however require hard work and dedication. It is helpful to be up to date with your algebra, graphing and probability. I like the fact that the class is small and that you can always count on help from the teacher. I need maths methods for my chosen career."

"I joined Methods because it was going to help me with my future university course and its prerequisites. It is difficult to an extent, but there is always help on offer. A prior knowledge of algebra and graphing skills is required as these are the main components of the course. Hard work is rewarded through the ATAR scaling of Maths Methods."

Career Pathways

Actuary, engineer, scientist, chemist, air traffic controller, geophysicist, surveyor, valuer, statistician, radiation therapist, pilot, physicist, programmer, pharmacist, optometrist, meteorologist and dentist

Complementary Subjects

- Physics
- Specialist Maths
- Chemistry

"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." - Ecclesiastes 3:11

Year 11		Year 12	
Unit 1 Mathematical Methods	**Unit 2** Mathematical Methods	**Unit 3** Mathematical Methods	**Unit 4** Mathematical Methods
• Linear and Quadratic Functions and Graphs • Polynomials • Functions and Relations • Probability • Exponential Functions and Logarithms • Circular Functions • Differential and Integral Calculus		The content is the same as listed for Units 1 and 2, however, greater depth and complexity is required.	

Years 9/10 Maths » VCE Units 1-4 Mathematical Methods

Specialist Mathematics

Overview

Choosing Specialist Mathematics in Year 12 can get you credits in university courses. In certain universities, if you do Specialist Maths in Secondary you may not need to do it in first year courses such as an engineering degree. Specialist Maths will also help with Physics and Mathematics Methods. This subject will give you a better understanding of mathematics, God's logic and appreciating His design.

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

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

Student Skillset

- To not only be proficient at mathematics, but also have a good ability and interest to problem solve
- logical and analytical mind
- critical and creative thinking

Student Feedback

"Specialist maths is a really interesting class that deals with many complex mathematical concepts. It's not for the faint of heart, but if you enjoy learning about maths, then specialist maths is the best maths for you. The small class size means that all of the students get lots of individualised teaching, and can receive help from the teacher if necessary. Specialist maths prepares you for much of university maths, and despite the complicated maths is a great class to be a part of."

"We have great teachers who know the course well. On top of this, there aren't many students so you can talk to the teacher more. It is important to learn this subject if you're interested in engineering or are going down that pure pathway. The teacher also talks with a Christian worldview and we have a chocolate game every fortnight! Overall, this subject sounds intimidating for people, but having the right teacher makes all the difference."

Career Pathways

Actuary, engineer, scientist, chemist, air traffic controller, geophysicist, surveyor, valuer, statistician, radiation therapist, pilot, physicist, programmer, pharmacist, optometrist, meteorologist, and dentist

Complementary Subjects

- Physics
- Mathematical Methods

Year 11		Year 12	
Unit 1 Specialist Mathematics	**Unit 2** Specialist Mathematics	**Unit 3** Specialist Mathematics	**Unit 4** Specialist Mathematics
Unit 1 • Algebra, number and structure • Discrete mathematics **Unit 2** • Data analysis, probability and statistics • Space and measurement • Algebra, number and structure • Functions, relations and graphs		**Units 3&4** • Discrete mathematics • Functions and graphs • Algebra, number and structure • Calculus • Space and measurement • Data analysis, probability and statistics	

Years 9/10 Maths → VCE Units 1-4 Specialist Mathematics

Biology

Overview

Studying Biology is essential for understanding the complexities of life, from the molecular level to entire ecosystems. It provides critical insights into how living organisms function, interact, and evolve.

As a VCE subject, Biology is intricate and detailed, involving a lot of biology-specific language and application of content. Biology nurtures curiosity and appreciation for the world.

VCE Biology explores the diversity of life as it has changed over time, and considers how living things function and interact. It explores the processes of life, from the working parts of the cell to the whole organism, and examines how living things survive.

Through understanding the complexities of biology, students have the opportunity to appreciate the interconnectedness of concepts and areas both within Biology, and across all sciences. Students are encouraged to view Biology through the lens that all things are God's creation and that the intricate cellular processes and finely tuned biological responses reflect His meticulous design and wisdom.

Students work collaboratively and independently on a range of scientific investigations and apply safety and ethical guidelines associated with their investigations. Students consider how science is connected to current developments and examine biological and bioethical challenges.

Complementary Subjects

- Chemistry
- Psychology
- Physical Education

Student Feedback

"Learning about plant and animal biology is so fascinating, especially all the small details about how the world works. I've loved finding out more about the exciting new technologies that are being developed, especially in gene editing! The practical activities in the lab are really interesting, and getting to design my own experiment in Units 3&4 was a lot of fun."

Student Skillset

- Strong recall ability
- Able to apply concepts to new situations
- Developed Science inquiry skills, including planning, conducting and analysing experiments
- Research and analytical skills
- Problem-solving skills
- Communicating scientifically and concisely

Career Pathways

Medicine & Nursing, Laboratory Technician, Veterinarian, Landscape Architect, Dietitian, Physiologist, Allied Health Professions, Environmental Scientist, Agricultural Scientist.

"For You formed my inward parts; You covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made; marvellous are Your works, and that my soul knows very well" - Psalm 139:13-14

Year 11		Year 12	
Unit 1 How do organisms regulate their functions?	**Unit 2** How does inheritance impact on diversity?	**Unit 3** How do cells maintain life?	**Unit 4** How does life change and respond to challenges?

Unit 1

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

Unit 3

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

Unit 4

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Years 9/10 Science » VCE Units 1-4 Biology



Chemistry

Overview

Chemistry looks at the world around us at a tiny level. This tiny level affects what we see. We look to explain what we see in chemicals and reactions, giving name to them, both practically and theoretically. It is the hardest of the sciences and can also be the most fun and rewarding.

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

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations and the development of a product, process or system.

Complimentary Subjects

- Biology
- Physics
- Maths Methods

Student Feedback

"Chemistry is a super fun and engaging subject! While the content can at times be challenging, the experiments show the real life applications of the concepts and are really helpful in understanding the content you are learning about (and of course, are a lot of fun!). I've particularly enjoyed learning about organic chemistry, as it is a fascinating topic and very relevant to everyday life, such as for fuels and food."

Student Skillset

- Interpreting data and assessing its limitations
- Able to apply concepts to new situations
- Developed Science inquiry skills, including planning, conducting and analysing experiments
- Problem-solving, research and analytical skills
- Communicating scientifically and concisely

Career Pathways

Medicine, Nursing, Dietitian, Forensics, Engineer, Biologist, Geologist, Pathologist, Radiologist, Geneticist, Ecologist, Sport Science, Aquaculture, Anesthetist, Botanist, Psychologist, Textile-technician, Petroleum-plant-operator, Shotfirer, Agriculture, Plastics-processor, Quality control

"And He Himself existed and is before all things, and in Him all things hold together. [He is the controlling, cohesive force of the universe.]" - Colossians 1:17 AMP

Year 11		Year 12	
Unit 1 How can the diversity of materials be explained?	**Unit 2** How do chemical reactions shape the natural world?	**Unit 3** How can design and innovation help to optimise chemical processes?	**Unit 4** How are carbon based compounds designed for purpose?

Unit 1

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

Unit 2

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

Unit 3

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

Unit 4

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Years 9/10 Science » VCE Units 1-4 Chemistry


500
± 5%
400
300
200
250
± 5%
200
150

Physics

Overview

Physics is for students who want to REALLY understand how things work, in every detail and at the deepest level. This includes everything from elementary particles, the nature of matter, heat and light, the study of motion and its causes, to the atmosphere, planets, galaxies, and the universe itself.

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology).

Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between theory, knowledge and practice.

Students work collaboratively as well as independently on a range of tasks involving experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system.

Student Feedback

"The things I have learnt in Physics have by far exceeded my expectations, and I think it is a very worthwhile and necessary science. Physics also has the ability to be customised, to an extent, to your own personal interests. Towards the end of the year, we have the opportunity to research, experiment, and present on topics that we like and are personally interested in, which tends to make school enjoyable, and encourage us to put in a lot of work, because it was something that we were passionate about."

Student Skillset

- Practical experimentation
- Research and analytical skills
- Problem-solving skills
- Interpreting data and assessing its limitations
- Making recommendations and communicating findings

Career Pathways

Physicist, Engineer, Pilot, Surveyor, Forensic Scientist

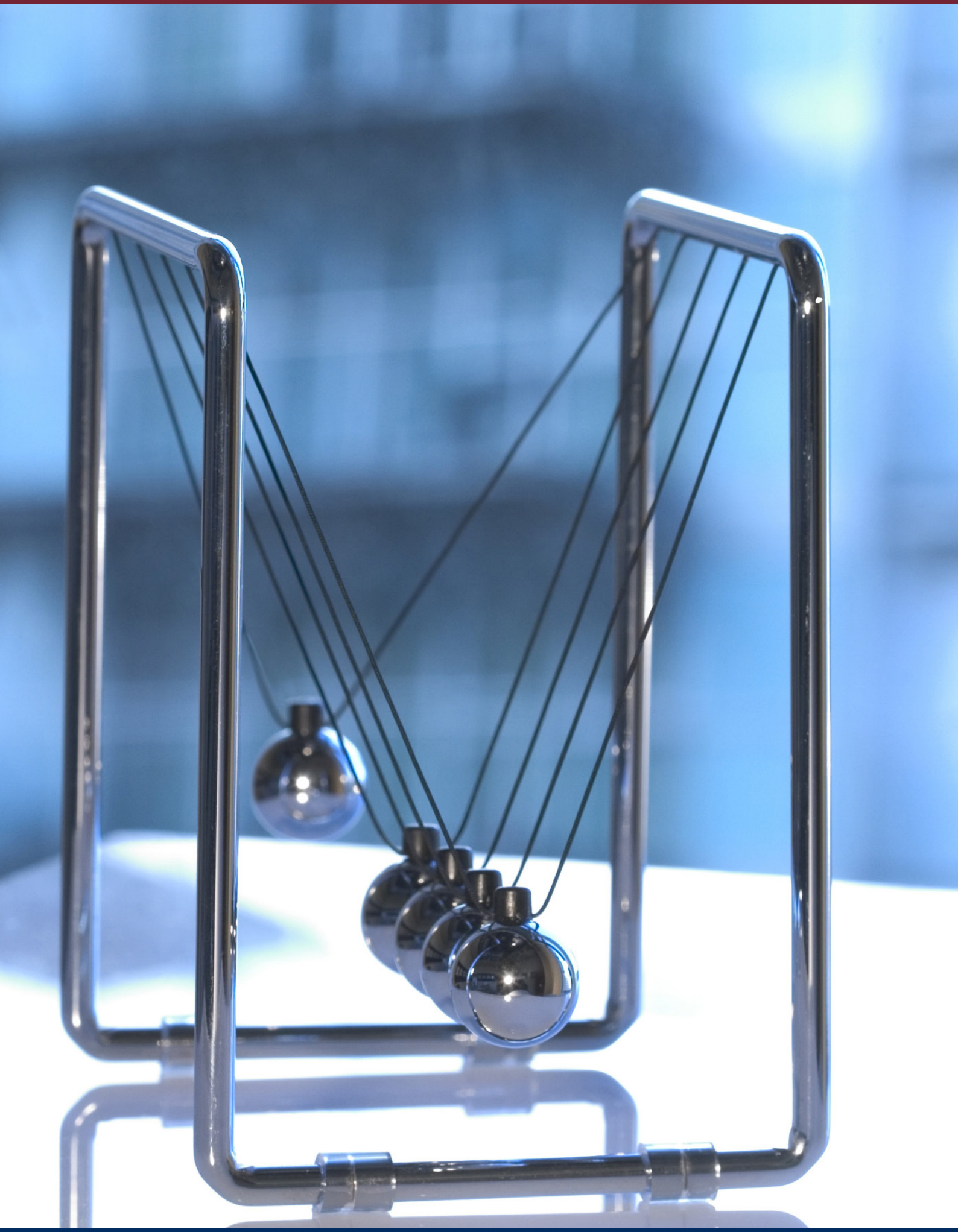
Complementary Subjects

- Specialist Mathematics
- Mathematical Methods
- Chemistry

"By faith we understand that the universe was created by the word of God, so that what is seen was not made out of things that are visible." - Hebrews 11:3

Year 11		Year 12	
Unit 1 How is energy useful to society?	**Unit 2** How does physics help us to understand the world?	**Unit 3** How do fields explain motion and electricity?	**Unit 4** How have creative ideas and investigation revolutionised thinking in physics?
Unit 1 • How are light and heat explained? • How is energy from the nucleus utilised? • How can electricity be used to transfer energy? **Unit 2** • How is motion understood? • How does Physics inform contemporary issues and applications in society?		**Unit 3** • How do physicists explain motion in two dimensions? • How do things move without contact? • How are fields used in electricity generation? **Unit 4** • How has understanding about the physical world changed? • How is scientific enquiry used to investigate fields, motion or light?	

Years 9/10 Science → VCE Units 1-4 Physics



Psychology

Overview

Psychology is a fascinating field with content which can be applied to real life. You'll learn about the human mind and behaviour, which can serve you well in every workplace and relationship. Studying psychology teaches you how to think, how to better understand others, and how to navigate your own social interactions.

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

This study enables students to develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour. Students learn to understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour, and apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing.

VCE Psychology students develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions and Aboriginal and Torres Strait Islander knowledges, along with an informed and critical perspective, as local and global citizens, on contemporary science-based issues.

Student Feedback

"Psych is really interesting, there are lots of topics that we study that relate to stuff I know. I found it fascinating to learn how our brain changes the images we see. Loved eating crickets and bugs! The content is fascinating … how we learn and remember, sleep and what makes us well and healthy. There is a lot to learn and remember, but really useful stuff."

Student Skillset

- Good Memory
- Able to apply information to real life situations
- Direct communication style
- Strong Understanding of the scientific process

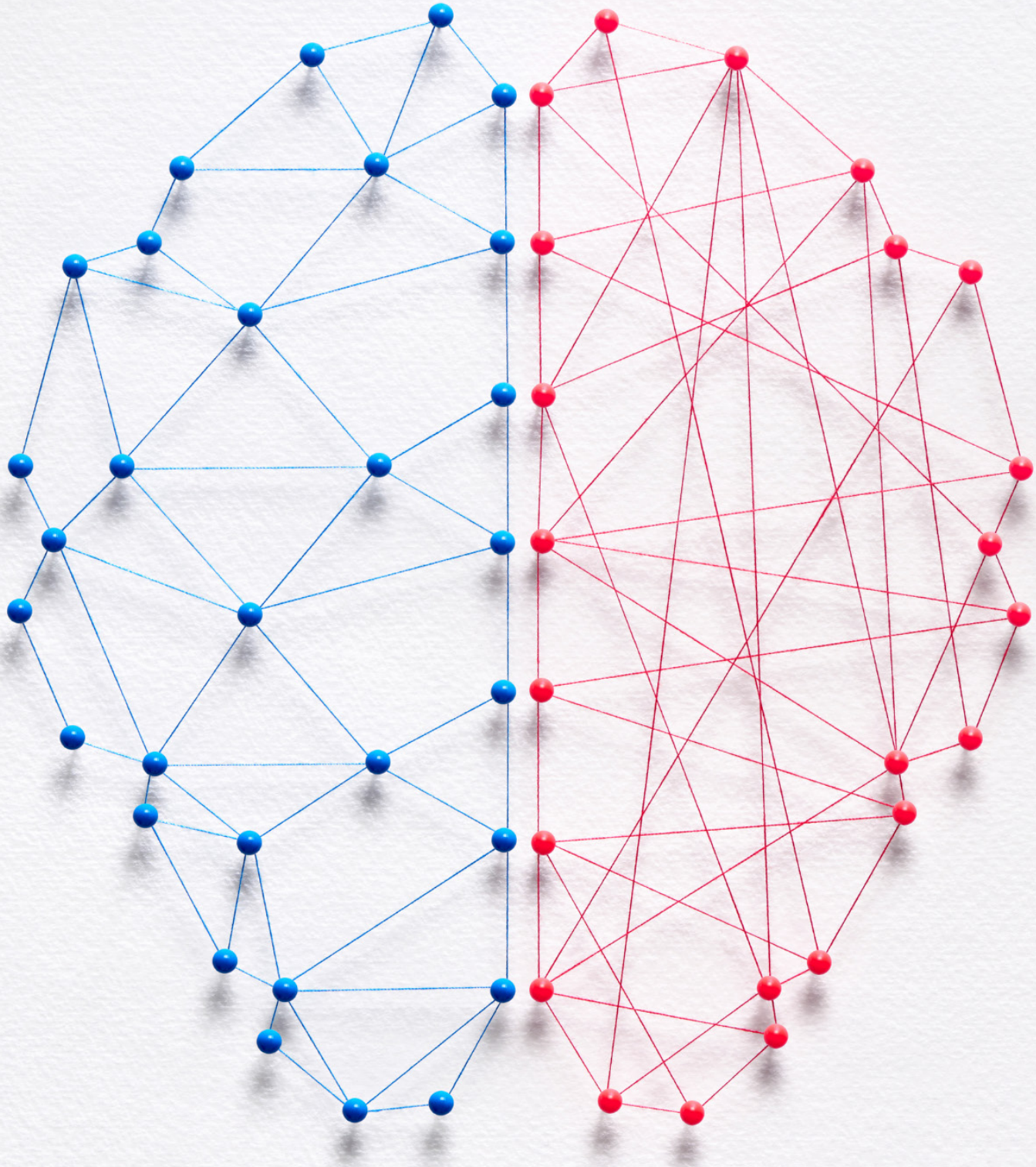
Career Pathways

Education, Healthcare, Business

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience."- Colossians 3:12

Year 11		Year 12	
Unit 1 How are behaviour and mental processes shaped?	**Unit 2** How do internal and external factors influence behaviour and mental processes?	**Unit 3** How does experience affect behaviour and mental processes?	**Unit 4** How is mental wellbeing supported and maintained?
Unit 1 • What influences psychological development? • How are mental processes and behaviour influenced by the brain? • How does contemporary psychology conduct and validate psychological research? **Unit 2** • How are people influenced to behave in particular ways? • What influences a person's perception of the world? • How do scientific investigations develop understanding of influences on perception and behaviour?		**Unit 3** • How does the nervous system enable psychological functioning? • How do people learn and remember? **Unit 4** • How does sleep affect mental processes and behaviour? • What influences mental wellbeing? • How is scientific inquiry used to investigate mental processes and psychological functioning?	

Years 9/10 Science → VCE Units 1-4 Psychology



History

Overview

The study of History recognises that lives exist beyond our own personal sphere and allows us an opportunity to understand people beyond ourselves; their lives and influences. Thus, the study of history prepares us to act in light of local and international consequences, to deepen our regard for the complexities of social, political and economic ideas and their effects, and to modify our own actions in response.

VCE History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present.

To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Units 1&2 Modern History, examines the causes and consequences of conflict and change in the modern era. Units 3&4 History: Revolutions, explores the causes and consequences of significant social upheaval in France and Russia in the modern period.

Student Skillset

- Ask historical questions
- Use sources as evidence
- Explore historical perspectives
- Use historical interpretations
- Analyse cause and consequences
- Identify continuity and change

Student Feedback

"History is an interesting class we learn about the wars and what led to them, in hopes that we can recognise these patterns in our own world."

Career Pathways

Historian, Diplomat, Foreign Affairs Officer, Archaeologist, Museum Curator/Worker, Parliamentarian, Journalist, Librarian, Archivist, Religious Leader, Academic, Teacher

Complementary Subjects

- Literature
- English
- Biblical Studies

"He changes times and seasons; he removes kings and sets up kings; he gives wisdom to the wise and knowledge to those who have understanding." - Daniel 2:21

Year 11		Year 12	
Unit 1 Change and conflict	**Unit 2** The changing world order	**Unit 3** The French Revolution	**Unit 4** The Russian Revolution
Unit 1 • Ideology and conflict • Social and cultural change **Unit 2** • Causes, course, and consequences of the Cold War • Challenge and change		**Unit 3** • Causes of the French Revolution • Consequences of the French Revolution **Unit 4** • Causes of the Russian Revolution • Consequences of the Russian Revolution	

Year 9 Humanities » Year 10 History » VCE Modern History (Units 1&2) » VCE History Revolutions (Units 3&4)

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Legal Studies

Overview

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

The study of Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system.

Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

Career Pathways

Solicitor, Barrister, Legal secretary, Judge, Family law, Business law, Politics

Student Skillset

- Research and analysis skills
- Higher order thinking skills including evaluating concepts and effectiveness of legal institutions and processes
- Ability to synthesise concepts and knowledge from across many different areas of the study design to apply to a given case scenario or issue
- Strong literacy skills in being able to articulate legal concepts and thoughts with structure and clarity
- Strong study skills and self-organisation

Student Feedback

"Legal Studies is such an interesting subject and I definitely recommend it. Not only do you get many opportunities throughout the year to look into real and current cases and understand them but Legal Studies also develops your understanding of your rights and legal system in Australia."

Complementary Subjects

- Business Management
- History
- English

"Do not pervert justice; do not show partiality to the poor or favoritism to the great, but judge your neighbor fairly" - Leviticus 19:15

Year 11		Year 12	
Unit 1 The presumption of innocence	**Unit 2** Wrongs and rights	**Unit 3** Rights and justice	**Unit 4** The people, the law and reform
Unit 1 • Legal foundations • Proving guilt • Sanctions **Unit 2** • Civil liability • Remedies • Human rights		**Unit 3** • The Victorian criminal justice system • The Victorian civil justice system **Unit 4** • The people and law-makers • The people and reform	

Year 9 Humanities → VCE Units 1-4 Legal Studies



Business Management

Overview

We are surrounded by businesses every day, and throughout your life you will either work in a business or run a business yourself. In this subject, you will gain a foundational understanding of how to start, run and maintain a business, as well as develop the necessary skills, including planning and organising, teamwork, problem solving, strategic thinking, self-management, initiative and enterprise.

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

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

Career Pathways

Small business owner, project manager, human resource manager, operations manager or executive manager, entrepreneurship, accounting, consulting, sales and marketing, public relations and event management.

Student Skillset

- Analytical and problem solving skills
- Strategic thinking
- Planning skills
- Literacy - able to articulate thoughts and concepts clearly
- Interpreting data
- Teamwork
- Strong study skills and self-organisation

Student Feedback

"Business Management is a fun class where the things we learn are involved in the real and current world. Even if you are someone not wanting to own a business the class is still beneficial as you will learn key skills and assets that apply to any job. My class in particular is a small group so we bond together well and assist each other with upcoming assessments, and have plenty of fun in the process."

Complementary Subjects

- Legal Studies
- Health and Human Development
- English

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." - Colossians 3:23-24.

Year 11		Year 12	
Unit 1 Planning a business	**Unit 2** Establishing a business	**Unit 3** Business foundations	**Unit 4** Transforming a business
Unit 1 • The business idea • Internal business environment and planning • External business environment and planning **Unit 2** • Legal requirements and financial considerations • Marketing a business • Staffing a business		**Unit 3** • Human resource management • Operations management **Unit 4** • Reviewing performance - the need for change • Implementing change	

Year 9 Humanities » VCE Units 1-4 Business Management


SALE REPORT
Food
Home
Medical
TITLE

Physical Education

Overview

VCE level Physical Education is the only subject that offers the opportunity to investigate how the body works to create movement. This includes practical information and activities related to how to improve performance and quality of life. The subject opens a number of professional pathways and the opportunity to apply learnings in your personal life.

Students begin to explore and investigate how the musculoskeletal and cardiorespiratory systems work together to produce movement, including participation in practical activities. Students learn about conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions.

Students consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms. This leads to students to considering a broad range of factors that affect both personal and population health.

Students progress to utilise biomechanical principles to analyse and improve human movement using a variety of tools and coaching techniques. Students also investigate the characteristics (including fatiguing factors and recovery methods) and interplay of the three energy systems for performance during physical activity, sport and exercise.

By the end of their studies students should have a sound understanding of physiological factors utilised to develop training methods that maximise human performance.

Career Pathways

Nursing, Physiotherapy, Health and/or Physical Education teacher, Personal trainer, Sports coach

Student Skillset

- Linking theory to practical application
- Ability to discuss findings/analysis clearly
- Use given information to formulate new ideas

Student Feedback

"I always enjoyed PE and Athletic Development was one of my favourite electives because we started to learn how the body works. When choosing VCE subjects, I didn't choose P.E. I chose a "harder" subject I wasn't as interested in, because I thought I could. I soon moved to PE because I am more interested in it and relevant to me. It is now one of my favourite subjects. I love how it's so practical and it's so cool to be able to further learn how the body works."

Complementary Subjects

- Health and Human Development
- Outdoor and Environmental Studies
- Biology

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies." - 1 Corinthians 6:19-20

Year 11		Year 12	
Unit 1 The human body in motion	**Unit 2** Physical activity, sport, exercise and society	**Unit 3** Movement skills and energy for physical activity, sport and exercise	**Unit 4** Training to improve performance
Unit 1 • How the musculoskeletal system produces movement • The role the cardiorespiratory system plays in movement **Unit 2** • How physical activity, sport and exercise contribute to a healthy lifestyle • Contemporary issues associated with physical activity and sport		**Unit 3** • How movement skills improve • How the body produces energy **Unit 4** • The the foundations of an effective training program • How training implemented effectively improves fitness	

Years 9/10 Physical Education → VCE Units 1-4 Physical Education


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Outdoor and Environmental Studies

Overview

Choose Outdoor and Environmental Studies (OES) to explore God's creation firsthand. From forests to coastlines, learn about ecology, sustainability, and human impacts. Gain practical skills through outdoor adventures like bushwalking and conservation projects. Learn about ways to protect through unforgettable outdoor experiences.

VCE OES focuses on deepening students' understanding of diverse outdoor environments and their dynamic interactions with human activities. From protected wilderness to landscapes heavily influenced by human practices, the course examines how these environments evolve and are impacted over time. Students engage critically with environmental issues, exploring sustainability and the historical and contemporary connections between humans and the land.

The study emphasises experiential learning through both passive observation and active participation in outdoor activities. Students gain practical knowledge through guided experiences in various settings such as farms, coastal areas, forests, and cultural sites.

Activities include bushwalking, conservation projects, and cultural exploration, fostering a holistic understanding of environmental history, ecology, and the complex relationship between humans and nature.

Career Pathways

Geography, Environmental Science, History, Outdoor Education, Education, Park Ranger, Wildlife Carer

Student Skillset

- Outdoor Navigation: Learning to navigate and explore diverse landscapes safely and effectively.
- Environmental Awareness: Understanding ecological systems, biodiversity, and the impact of human activities on the environment
- Sustainability Practices: Applying principles of sustainability to outdoor activities and daily life.
- Problem-Solving: Addressing environmental challenges and finding practical solutions through hands-on experiences.
- Teamwork: Collaborating with peers on outdoor activities and conservation projects.
- Leadership: Taking initiative in environmental stewardship and inspiring others to care for the world.

Student Feedback

"Outdoor and Environmental Studies has been more than just a class—it's been an adventure. I've gained hands-on skills like minimal impact hiking and understanding ecosystems. Learning about environmental issues has motivated me to advocate for change and appreciate the God's creation."

Complementary Subjects

- Health and Human Development
- Physical Education
- Biology

"The heavens declare the glory of God; the skies proclaim the work of his hands." - Psalm 19:1 (NIV)

Year 11		Year 12	
Unit 1 Connections with outdoor environments	**Unit 2** Discovering outdoor environments	**Unit 3** Relationships with outdoor environments	**Unit 4** Sustainable outdoor environments
Unit 1 • Our place in outdoor environments • Exploring outdoor environments • Safe and sustainable participation in outdoor experiences **Unit 2** • Understanding outdoor environments • Observing impacts on outdoor environments • Independent participation in outdoor environments		**Unit 3** • Changing human relationships with outdoor environments • Relationships with Australian environments in the past decade **Unit 4** • The importance of healthy outdoor environments • The future of outdoor environments • Investigating outdoor environments	

Years 9/10 Outdoor and Environmental Studies → VCE Units 1-4 Outdoor and Environmental Studies


perception
perception
perception
perception

Health and Human Development

Overview

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Career Pathways

Health promotion, Community health research and policy development, Humanitarian aid work, Allied health practices, Education, and Health professions including nursing, midwifery, occupational therapy and more.

Student Skillset

- Analytical and problem solving skills
- Communication - speaking and listening
- Literacy - able to articulate thoughts and concepts clearly
- Interpreting data
- Teamwork
- Strong study skills and self-organisation

Student Feedback

"HHD is an important and entertaining class where you learn information about life such as the healthcare system and nutrition. It's made me think so much more about my body and how it works. I have gained skills useful for all subjects until the end of Year 12, such as the best ways to study for exams and how to answer complex questions. I love how we have open class discussions and share our thoughts and any questions we have."

Complementary Subjects

- Psychology
- Physical Education
- Biology
- Business Management

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies." - 1 Corinthians 6:19-20

Year 11		Year 12	
Unit 1 Health and Human Development	**Unit 2** Health and Human Development	**Unit 3** Health and Human Development	**Unit 4** Health and Human Development
Unit 1 • Concepts of Health • Youth Health and Wellbeing • Health and Nutrition **Unit 2** • Developmental Transitions • Youth Health Literacy		**Unit 3** • Understanding Health and Wellbeing • Health in Australia **Unit 4** • Global Health and Human Development • Health and The Sustainable Development Goals	

Years 9/10 Physical Education → VCE Units 1-4 Health and Human Development



Literacy

Overview

VCE Vocational Major Literacy aims to equip students with essential skills for contemporary Australian society. Emphasising the ability to interpret and create purposeful, accurate, and effective texts, the course spans various contexts including workplace and community settings.

Students engage with diverse text types such as media, multimodal, and workplace documents from complex environments, enhancing their fluency from everyday language to technical jargon relevant to further study and professional fields. This applied learning approach caters to students of all abilities, fostering practical literacy skills aligned with their personal and career aspirations.

Choosing to study literacy is more than just learning to read and write—it's about gaining the power to express oneself more effectively. It helps you to understand books, write stories, and even do well in school. Literacy is like unlocking a whole world of knowledge and imagination that can be used every day.

Career Pathways

Automotive. Community Services, Construction, Electro-Technology, Hospitality, Metalwork and Engineering, Retail, Textiles and Design

Complementary Subjects

- Work Related Skills
- Personal Development Skills
- VCE VM Numeracy

Student Skillset

- Reading Comprehension: Understanding and interpreting written texts effectively.
- Writing Skills: Communicating ideas clearly and coherently through written language.
- Critical Thinking: Analysing information objectively and forming reasoned judgments.
- Research Skills: Locating, evaluating, and synthesising information from various sources.
- Vocabulary Development: Expanding and using a wide range of words effectively.
- Grammar and Punctuation: Applying correct grammar rules and punctuation in writing.
- Listening Skills: Understanding and processing spoken language.
- Digital Literacy: Using technology to find, evaluate, and create information effectively.

Student Feedback

"Before VM Literacy, reading was really difficult. Learning to understand stories and write better has boosted my confidence. Literacy isn't just about school—it's about discovering new worlds and ideas every time I pick up a book."

"I used to struggle with spelling and writing, but VM Literacy changed everything. Now, I can express myself clearly in emails and stories. Understanding texts and analysing books and movies has made me appreciate language in a new way."

"Apply your heart to instruction and your ears to words of knowledge." - Proverbs 23:12 (NIV)

Year 11		Year 12	
Unit 1 VCE VM Literacy	**Unit 2** VCE VM Literacy	**Unit 3** VCE VM Literacy	**Unit 4** VCE VM Literacy
Unit 1 • Literacy for personal use • Understanding and creating digital texts **Unit 2** • Understanding issues and voices • Responding to opinions		**Unit 3** • Accessing and understanding informational, organisational and procedural texts • Creating and responding to organisational, informational or procedural texts **Unit 4** • Understanding and engaging with literacy for advocacy • Speaking to advise or to advocate	

Year 10 VM → VCE VM Units 1-4 Literacy

Numeracy

Overview

The study of VCE VM Numeracy involves investigating and understanding a range of mathematical concepts. From creating a journey around Australia including all associated types of Maths to designing a virtual workplace with financial Maths and the use of taxes and budgets, the students are introduced to real life Numeracy useful for their future professions.

Concepts build on each other from Units 1&2, where features of Numeracy are first introduced, to Units 3&4, where the previously taught Maths are applied in a realistic setting, including the design and production of a Tiny House.

An important feature of VCE VM Numeracy is the opportunity for students to work collaboratively as well as independently on a range of tasks involving trial and error and research of mathematical application in the world around them. Furthermore, the students are tested in their knowledge of concepts like percentages, fractions, decimals, the four basic operations, perimeter, area and volume, Pythagoras, chance and data collection.

The three areas taught in Numeracy are:

- Numeracy for practical purposes
- Numeracy for interpreting society
- Numeracy for personal organisation and learning

These are progressively taught across the four units, using techniques like the mathematical toolkit and the problem-solving cycle. The goal is to teach students numerical processes across all areas of Numeracy with the primary focus of real-life mathematical concepts and situations.

Complementary Subjects

- VCE VM Literacy
- Work Related Skills

Student Skillset

- Practical application
- Research and calculation skills
- Problem-solving skills
- Interpreting data
- Making suggestions and communicating findings

Student Feedback

"I enjoy Numeracy because we get to use real life examples and learn Math that we can apply to our workplaces. Designing and building the Tiny House was a fun challenge and gave us also an idea of what we would need to save up to be able to live away from home. We compared real estate prices and had to get real quotes for materials to design our house with. Making of the model was challenging but fun."

"For I know the plans I have for you, says the Lord, plans to prosper and not harm you. Then when you call upon me and pray to me, I will hear you. When you search for me, you will find me if you seek me with all your heart." Jeremiah 29

Year 11		Year 12	
Unit 1 VCE VM Numeracy	**Unit 2** VCE VM Numeracy	**Unit 3** VCE VM Numeracy	**Unit 4** VCE VM Numeracy
Unit 1 • Number • Shape • Quantity and measures • Relationships **Unit 2** • Dimension and direction • Data • Uncertainty • Systematics		**Unit 3** • Number • Shape • Quantity and measures • Relationships **Unit 4** • Dimension and direction • Data • Uncertainty • Systematics	

Year 10 VM → VCE VM Units 1-4 Numeracy

Personal Development Skills

Overview

The VCE VM Personal Development Skills (PDS) program integrates applied learning, connecting classroom teachings with practical scenarios. Students gain essential skills for life beyond academics, fostering independence and motivation. With flexible, student-centered approaches, we ensure every learner thrives. Prepare for success with VM Personal Development Skills.

PDS takes a proactive approach to personal growth, self-discovery, and civic responsibility by examining the connections between individuals and their communities. Emphasising health, wellbeing, community involvement, and social sciences, PDS offers a structured framework for students to explore and enhance their potential both as individuals and as contributors to society.

Through activities like self-assessment, independent research, critical and creative thinking, and collaborative problem-solving, students expand their ability to comprehend and connect with their surroundings. Ultimately, PDS aims to cultivate resilient and capable citizens who are empowered to contribute meaningfully to the world around them.

Career Pathways

Automotive, Community Services, Construction, Electro-Technology, Hospitality, Metalwork and Engineering, Retail and Textiles and Design

Complementary Subjects

- VCE VM Literacy
- VCE VM Numeracy
- Work Related Skills

Student Skillset

- Self-awareness - Understanding one's own strengths, weaknesses, and motivations.
- Goal setting - Setting clear objectives for personal and professional development.
- Community engagement - Actively participating and positively interacting with diverse communities.
- Teamwork - Collaborating effectively with others to achieve common goals.
- Leadership - Developing and practising skills to guide and motivate others.
- Critical thinking - Analysing information objectively and making reasoned judgments.
- Project planning - Strategically organising and managing tasks to achieve specific outcomes.
- Resilience - Adapting positively to challenges and setbacks, and maintaining motivation and focus.

Student Feedback

"My time in Bayside's VM Personal Development Skills has transformed my learning experience. Through applied learning, I've gained practical skills that directly apply to real-life situations. This approach has nurtured my independence and motivation, preparing me for success beyond school. The program's flexibility and focus on individual strengths ensure I'm equipped to make informed choices for my future.

"But be doers of the word, and not hearers only, deceiving yourselves." - James 1:22

Year 11		Year 12	
Unit 1 Healthy Individuals	**Unit 2** Connecting with community	**Unit 3** Leadership and teamwork	**Unit 4** Community Project
Unit 1 • Personal identity and emotional intelligence • Community health and wellbeing • Promoting a healthy life **Unit 2** • What is community? • Community cohesion • Engaging and supporting community		**Unit 3** • Social awareness and interpersonal skills • Effective leadership • Effective teamwork **Unit 4** • Planning a community project • Implementing a community project • Evaluating a community project	

Year 10 VM → VCE VM Units 1-4 Personal Development Skills

Work Related Skills

Overview

Choose VCE Vocational Major Work Related Skills (WRS) for an empowering educational experience focused on applied learning. Our approach ensures you apply knowledge directly to real-life situations, preparing you with essential skills for future success. Tailored to your strengths and interests, this program fosters independence and flexibility in learning, equipping you to make informed decisions for your future career.

VCE WRS examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Career Pathways

Automotive, Community Services, Construction, Electro-technology, Hospitality, Metalwork and Engineering, Retail, and Textiles and Design.

Complementary Subjects

- VCE VM Literacy
- VCE VM Numeracy
- Personal Development Skills

Student Skillset

- Critical Thinking: Analysing complex issues and developing creative solutions.
- Communication: Effectively expressing ideas and collaborating with others.
- Adaptability: Adjusting to change and new challenges.
- Initiative: Taking responsibility and setting goals independently.
- Teamwork: Collaborating effectively in diverse groups.

Student Feedback

"VM Work Related Skills has been a transformative journey for me. Through hands-on learning and real-world projects, I've gained invaluable insights and practical skills that directly apply to my future career. This program has empowered me to confidently navigate my next steps with clarity and purpose."

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." - Colossians 3:23-24

Year 11		Year 12	
Unit 1 Careers and learning for the future	**Unit 2** Workplace skills and capabilities	**Unit 3** Industrial relations, workplace environment and practice	**Unit 4** Portfolio preparation and presentation
Unit 1 • Future careers • Presentation of career and education goals **Unit 2** • Skills and capabilities for employment and further education • Transferable skills and capabilities		**Unit 3** • Workplace wellbeing and personal accountability • Workplace responsibilities and rights • Communication and collaboration **Unit 4** • Portfolio development • Portfolio presentation	

Year 10 VM → VCE VM Units 1-4 Work Related Skills

Certificate II in Active Volunteering

Overview

Join Certificate II in Active Volunteering to boost your skills and make a difference! Learn teamwork, communication, and problem-solving while helping your community thrive. Perfect for building your resume and gaining real-world experience through volunteering at Peninsula City Church's Pantry Plus and the Moonlit Sanctuary.

During your studies, you will gain a detailed understanding of Work, Health and Safety in volunteer organisations, learn how to communicate and work in a health or wellness organisation, work with diverse groups and individuals and how to recognise individual needs when providing assistance or customer service.

Units of Competency

- Be an effective volunteer
- Participate in workplace health and safety
- Communicate in the workplace
- Interact effectively with others at work
- Work with diverse people
- Use strategies to respond to routine workplace problems
- Read and respond to routine workplace information
- Provide first aid

Student Skillset

Skill sets covered in a Certificate II in Active Volunteering:

1. Communication Skills: Effectively interacting with diverse groups and stakeholders.
2. Teamwork: Collaborating with others to achieve common goals and support community initiatives.
3. Organisational Skills: Planning and coordinating volunteer activities and events.
4. Problem-Solving: Identifying issues and implementing solutions in a volunteer setting.
5. Community Engagement: Building relationships and engaging with local communities.
6. Ethical and Cultural Awareness: Understanding and respecting cultural differences and ethical considerations in volunteering.

These skills are essential for volunteers to contribute effectively to community projects and organisations, fostering personal growth and making a positive impact on society.

Student Feedback

"Finishing the Certificate II in Active Volunteering has been eye-opening for me. I've learned so much about teamwork and community engagement while helping out at the Moonlit Sanctuary and Pantry Plus at Peninsula City Church. It's not just about getting hours—it's about making a real difference and feeling proud of what we achieve together."

"Volunteering through the Certificate II program has been incredibly rewarding. I've gained practical skills like communication and problem-solving. It's amazing to see how our efforts impact people's lives positively. This experience has inspired me to continue volunteering with local organisations after I finish VM at Bayside."

Career Pathways

Community Services and volunteer work in any organisation

Complementary Subjects

- Work Related Skills
- Personal Development Skills
- VCE VM Numeracy
- VCE VM Literacy

"Serve one another humbly in love." - Galatians 5:13


HELP
SUPPORT
SERVICE
GUIDANCE
ASSISTANCE
ADVICE

Certificate II in Agriculture



Overview

Certificate II in Agriculture is a two year course that provides the core knowledge and skill foundations for students seeking to move into the Horticultural vocations.

The course is very practical and covers a broad range of units such as plant propagation, irrigation use , plant recognition, fencing construction, operating equipment, tackling pest species, handling livestock and managing poultry species. All assessment is conducted by completing unit booklets and the development of key practical skills.

The VCE VET Agriculture, Horticulture, Conservation and Ecosystem Management program aims to:

- provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the agriculture, horticulture, conservation, and land management industries.
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Certificate II in Agriculture comprises 16 VET units predominantly sourced from Horticultural vocational units, completed over a two-year period. This subject is timetabled for one half day each week, and consequently doesn't conform to normal school lesson times.

A significant proportion of the class time is dedicated to skill development out in the field. Consequently students are directed to participate in work clothes appropriate to the weather conditions of the day.

Career Pathways

Landscaper, Horticulturist, Groundskeeper, Nurseryperson, Environmental Scientist, Agricultural Scientist, Propagator, Agronomist, Farming contractor, Parks and Wildlife Officers

Student Skillset

- Keen interest in plant and animal care.
- Problem solving
- Adaptability
- Curious
- Planning
- Flexibility
- Practical

Student Feedback

"I love that we are outside learning things that are useful for future jobs and not just reading about it."

"I'm surprised that there's so much to learn about plants and how to grow them properly. It's great to learn new things on this stuff."

Complementary Subjects

- Biology
- Outdoor Environmental Studies

"The seed will grow well, the vine will yield its fruit, the ground will produce its crops, and the heavens will drop their dew. I will give all these things as an inheritance to the remnant of this people." - Zechariah 8:12



Certificate II in Cookery

Overview

Embark on a journey of culinary mastery and hospitality finesse with our dynamic courses. From mastering gourmet techniques to honing impeccable service skills, dive into a world of flavours and guest satisfaction. Whether aspiring chef or hospitality professional, our training sets the stage for your successful career in the hospitality industry.

The VCE VET Cookery program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia.

These qualifications provide students with a broad range of skills and knowledge to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service in a diverse range of restaurant and café settings.

Scored assessment is available for the Scored Unit 3&4 sequences for the VCE VET Cookery program.

Core units

- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices
- Work effectively in a commercial kitchen

Elective units

- Prepare and present sandwiches
- Prepare appetisers and salads
- Prepare and present simple dishes
- Prepare stocks, sauces and soups
- Prepare vegetable, fruit, eggs and farinaceous dishes
- Produce cakes

Career Pathways

Hospitality, food production (factories producing food in bulk), food production for hospitals, aged care and child care.

Complementary Subjects

- Health and Human Development
- Business Management
- VCE VM Pathway

Student Skillset

- Culinary Techniques: Proficiency in various cooking methods such as grilling, sautéing, baking, and braising.
- Food Safety and Hygiene: Adherence to strict sanitation practices and knowledge of food safety guidelines to prevent foodborne illnesses.
- Recipe Execution: Ability to accurately follow recipes and adjust ingredients and techniques as needed to achieve desired results.
- Knife Skills: Precision in handling and using knives for chopping, slicing, and dicing ingredients efficiently and safely.
- Time Management: Efficient organisation and prioritisation of tasks to ensure dishes are prepared and served promptly.
- Creativity and Menu Development: Innovation in creating new dishes or adapting existing recipes, and contributing to menu planning and development.

Student Feedback

"Taking this course changed everything for me. I used to struggle in the kitchen, but now I can whip up delicious meals with ease. Learning about hospitality helped give me experience and knowledge to work in the Mornington Peninsula hospitality industry!"

"Before this course, I could barely fry an egg. Now, I can cook meals that my family loves! Learning hospitality has also made me more confident in hosting friends. It's cool to see how cooking and welcoming others go together. This course rocks!"

One Bible verse that speaks about both cooking and hospitality is from the book of Proverbs. This verse emphasises the value of simple, lovingly prepared food over lavish meals that lack genuine care and hospitality. It highlights the importance of hospitality in offering not just food, but warmth and generosity to others.

"Better a small serving of vegetables with love than a fattened calf with hatred." - Proverbs 15:17 (NIV)

Years 9/10 Food Technology » VET Certificate II in Cookery

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"Unity and Maturity in Christ"